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Vaisakha 2, 1887 (Saka)

LOK SABHA DEBATES

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*The sign+marked above the name of a Member indicates that the question was actually asked on the floor of the House by that Member.

LOK SABHA

Thursday, April 22, 1965/Vaisakha 2, 1887 (Saka).

The Lok Sabha met at Eleven of the Clock.

[MR. SPEAKER *in the Chair.*]

ORAL ANSWERS TO QUESTIONS

Mr. Speaker: Questions. Shri Hari Vishnu Kamath.

Shri Hari Vishnu Kamath: Question No. 968. May I request that in the national interest and also because of its tremendous topical importance, Question No. 987 also may kindly be answered, along with this?

Mr. Speaker: Yes.

Special Audit Report on Orissa Affairs.

*968. **Shri Hari Vishnu Kamath:** Will the Minister of **Finance** be pleased to refer to the reply given to Starred Question No. 692 on the 1st April, 1965 and state:

(a) whether his attention has been drawn to the statement of the Chief Minister of Orissa that the Government of Orissa have not received the Special Audit Report on the transactions between the Orissa Government and Orissa Agents;

(b) if so, the correct position with regard thereto;

(c) whether a copy of the report will, in the circumstances, be laid on the Table; and

(d) if not, the reasons therefor?

The Minister of Planning (Shri B. R. Bhagat): (a) The Chief Minister of Orissa has since made a statement in the State Legislature that while Inspection Reports on the transactions between the State Government and certain private concerns had been received, the Audit Report to be submitted under Article 151(2) of the Constitution was still awaited.

(b) to (d). A statement is laid on the Table of the House. [*Placed in Library. See* No. LT-4238/65].

Kalinga Tubes and Kalinga Industries

*987. **Shri Hari Vishnu Kamath:** Will the Minister of **Finance** be pleased to state:

(a) whether special audit reports on transactions of the Kalinga Tubes and Kalinga Industries with the Government of Orissa have been transmitted to the Governor or Government of Orissa;

(b) if so, whether they have been laid before the Orissa Legislature; and

(c) if not, the reasons therefor?

The Minister of Planning (Shri B. R. Bhagat): (a) to (c). Government understand from the Comptroller and Auditor General that while Inspection Reports on the transactions have been sent to the State Government, an Audit Report within the meaning of Article 151(2) of the Constitution has not yet been submitted for being laid before the State Legislature.

Shri Hari Vishnu Kamath: The Minister answering a question in the House on the 1st of April said that only the preliminary inspection report had been sent on 23rd July 1964. Has his attention been drawn to the statement made by the Chief Minister of Orissa on April 5 in the Orissa

Assembly, that is after the statement was made here, in the Lok Sabha, to the effect that it has been confirmed that a preliminary report was sent from here in July; after that the comments of the Orissa Government had been received from Bhubaneswar and the draft audit report was sent from here in January 1965 to which again they have sent their comments in two instalments. That was the statement made by the Chief Minister in the Orissa Assembly on April 5. How is it that no reference to the Auditor General's draft report was made by the Minister on April 1 when it was sent to them in January itself, three months earlier?

The Minister of Finance (Shri T. T. Krishnamachari): The reason why a full statement has been placed on the Table of the House is to clear the misconception that might have arisen in the minds of the hon. Members because in an answer to a previous question the distinction between the inspection report and the audit report had not been clearly brought out. What was mentioned there was only an inspection report and not the audit report because the audit report had not been finalised.

Shri Hari Vishnu Kamath: Draft audit report?

Shri T. T. Krishnamachari: That is why I thought it would be good to outline the procedure completely in detail and the statement that has been placed on the Table of the House has been prepared after consulting the Auditor-General and it indicates the procedure.

There is only one thing which I would like to mention and that is this. Here is a matter in which the Government is entirely dependent on what information the Auditor-General gives. The only mistake probably that might have been made is in effecting the distinction between the inspection report and the audit report. Otherwise the position so far as the Government is concerned is this. It passes on the information. It does not take any action itself. I would suggest to the Hon. Member to read the statement that I have placed on the Table of the House and if any further doubts arise and if he communicates to me I can pass them on to the Auditor-General and get the relevant explanation from him.

Shri Hari Vishnu Kamath: Has Government's attention been drawn to a recent statement of the former Chief Minister of Orissa, Shri Bijoo Patnaik, to the effect that he for his part will accept only the verdict of the Public Accounts Committee of Orissa and no other body, and, if so, is the Minister in a position to make a categorical statement that the Government will not tolerate any such attitude on the part of the Chief Minister or ex-Chief Minister of a State, and that they will be brought to heel?

Mr. Speaker: Does that question arise?

Shri T. T. Krishnamachari: The position so far as this Government is concerned, in regard to the audit report and inspection report submitted to the State Government, to the Governor and finally to the House, is that we cannot influence it one way or the other nor can we take any action. Any report made by the PAC of a particular State on the Audit Report is a matter for that particular State to take action on. I am not in a position to go into this matter and offer any opinion one way or the other.

Shri Hari Vishnu Kamath: Sir, my question was specific.

Mr. Speaker: The question may be specific, but it cannot be answered here. What they would do at that time cannot be answered here.

Shri Hari Vishnu Kamath: Sir, two questions standing in my name have been taken up together and, therefore, I may be permitted to put one more question at the end.

Mr. Speaker: I will see. It was his desire that both should be taken up together, not mine.

Shri P. K. Deo: Sir, on the 18th November, 1964, while replying to a supplementary in the Rajya Sabha on the same subject, Shri T. T. Krishnamachari said:

> "The report which has been submitted by the Comptroller and Auditor General is to the Governor of Orissa, and until that report is placed on the Table of the Orissa Assembly it does not become a public document."

For all purposes he means that this report has been submitted under article 151 of the Constitution. We further came to know that the remarks there were very critical and adverse. In view of this, may I know how far the Finance Minister is consistent in taking the plea that this report is just an inspection report and not an audit report under article 151 of the Constitution as stated by him in the Rajya Sabha?

Shri T. T. Krishnamachari: I am sorry if I had given an impression, that the report was an audit report. An Audit Report is under the provision of the Constitution, an inspection report is an interim document. As I said, because of that confusion I had him put down the statement which, according to my knowledge and with the concurrence of the Auditor-General, presents the position as it is today (*Interruption*).

Shri Vidya Charan Shukla: Has the Government laid down any time-schedule for preparation and submission of inspection reports and audit reports and may I know whether that time-schedule set has been adhered to in the case of these reports?

Shri T. T. Krishnamachari: The position of the Auditor-General is that the Government cannot dictate to him the pace of his work. He makes his own rules and time-schedules.

Shri R. Ramanathan Chettiar: May I know whether in the provision of the Constitution there is any time-limit fixed by which time the Governor should submit it to the Legislative Assembly?

Mr. Speaker: If there is a provision in the Constitution, he should himself look into it and not ask the Finance Minister.

Shri D. C. Sharma: May I know what are the items that are covered by the Audit Report and not covered by the inspection reports, and what are the items in the inspection reports on which this House can take action? May I also know what are the items on which this House can take action so far as the Audit Report is concerned?

Shri B. R. Bhagat: Inspection reports are more routine and they are numerous. There are numerous reports during the course of a particular year. Only important points out of these inspection reports can form part of the Audit Report and the legislature can only take cognizance of the Audit Report.

Shri Hari Vishnu Kamath: May I invite the attention of the Minister to what the Prime Minister said in the course of his speech on the No-Confidence Motion on the 16th of last month? This is the relevant extract from what the Prime Minister said:

> "मैं कहना चाहता हूं कि एकाउंटेंट जनरल और आडिटर जनरल जो हैं वे उन चीजों को देख रहे हैं। जो उनकी पोजिशन है वह ठीक है, उनकी जांच पड़ताल बड़ी थारो, बहुत पक्की, बड़ी टेक्नीकल होगी। उसके आने के बाद फिर अख्त्यार होगा कि उस रिपोर्ट के आधार पर जो और कोई कानूनी कार्रवाई हो सकती है, वह हो।"

Now, Sir, the Minister just now said that it is up to the State legislature to do what they like when the Audit Report is received. I remember the Education Minister also, speaking on the 15th morning here on the same

No-Confidence Motion and later at the Press Club in Delhi, said that even if the Orissa Legislature passes a Vote of Confidence in a particular person, the Central Government has still got full powers to proceed against him—the minister. What is the position now, whether....

Mr. Speaker: I will allow only this.

Shri Hari Vishnu Kamath: When he wants the law to take its own course....

Mr. Speaker: The Prime Minister says:

अगर कोई कार्रवाई हो सकती है....

Shri Hari Vishnu Kamath: Is the reference to the State Government or the Central Government? That is what I want to know.

Shri T. T. Krishnamachari: So far as the Central Government is concerned, the particular department for which I am in charge, can interfere in the State administration only by virtue of the provisions of article 360 of the Constitution for which a declaration is necessary. There is no such declaration. If that article is not in force, so far as this Government is concerned, I have no locus standi to interfere with the financial affairs of the State Government.

Mr. Speaker: Next question.

Shri Hari Vishnu Kamath: I wanted to know about the powers of the Central Government. The Minister is trying to evade it.

चतुर्थ योजना

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*970. { **श्री विश्व नाथ पाण्डेय :**
श्री प्र० चं० बरुआ :

क्या **योजना** मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि चतुर्थ पंचवर्षीय योजना में पालन की जाने वाली श्रम संबंधी नीति के निर्धारण के लिये सलाह देने के लिये योजना आयोग ने एक दल नियुक्त किया है ;

(ख) यदि हां, तो उस दल के कौन-कौन सदस्य हैं ; और

(ग) यह दल कब से कार्य आरम्भ करेगा ?

योजना मंत्री (श्री ब० रा० भगत) : (क) जी, हां ।

(ख) श्रम नीति सम्बन्धी पैनल स्थापित करने तथा उसके गठन के बारे में संकल्प की एक प्रति सभा-पटल पर रखी गयी है । [पुस्तकालय में रखी गयी, देखिये संख्या एल०टी०-4239/65'।

(ग) पैनल की बैठक जुलाई 1965 में होने की सम्भावना है ।

श्री विश्वनाथ पाण्डेय : मंत्री महोदय ने बतलाया है कि चतुर्थ पंचवर्षीय योजना में पालन की जाने वाली श्रम सम्बन्धी नीति के बारे में सलाह देने के लिये योजना आयोग ने एक दल नियुक्त किया है । मैं जानना चाहता हूं कि श्रम सम्बन्धी किन-किन विषयों के बारे में यह दल अपनी रिपोर्ट देगा । यानी उसके टर्म्स आफ रैफरेंस क्या हैं ।

श्री ब० रा० भगत : टर्म्स आफ रैफरेंस की कापी मैं टेबल पर रख दूंगा ।

श्री विश्वनाथ पाण्डेय : मैं जानना चाहता हूं कि जब यह लोग अपना प्रतिवदन दे देंगे तो क्या सरकार इस पर विचार कर रही है कि श्रम सम्बन्धी नीतियों के ऊपर एक व्यापक कानून बनाया जाये ।

श्री ब० रा० भगत : चौथी पंचवर्षीय योजना में जो भी श्रम नीति होगी, जो पैनेल की सिफारिश होगी वह उस पर विचार कर के ही होगी । उसके बाद अगर किसी कानून में परिवर्तन की जरूरत होगी या नये कानन की जरूरत होगी तो जरूर सरकार उस पर विचार करेगी ।

Shri P. C. Borooah: In view of the deteriorating labour relations, resulting in a number of man-days lost and also loss in production, may I know whether this panel has been asked to frame some code of conduct, both for employers as well as employees so that the labour policy will be production-oriented?

Shri B. R. Bhagat: This panel is yet to meet. As I said, it is likely to meet in July. Certainly, it will look into that aspect.

Shrimati Ramdulari Sinha: May I know whether Government have thought it necessary to set up a committee along with this panel for the evaluation of the implementation of labour policies?

Shri B. R. Bhagat: I think that is also an aspect which this panel will go into.

श्री हुकम चन्द कछवाय : मैं जानना चाहता हूं कि क्या सरकार का चौथी पंचवर्षीय योजना में यह विचार है कि कृषकों का जो मजदूर वर्ग है उसके बारे में श्रम सम्बन्धी कोई योजना बनाई जाये ।

श्री ब० रा० भगत : इस पर भी विचार किया जायेगा ।

Dr. Ranen Sen: From the statement given to us, we find that certain Central Government Employees' Associations are represented in the panel. May I know why other associations or federations of the Central Government employees are not represented in the panel?

Shri B. R. Bhagat: As the membership of that panel is limited, obviously, all organisations cannot be represented there.

Shri S. M. Banerjee: I wanted to ask the same question. There are certain all-India organisations like the All India Defence Employees' Federation and the All-India Railwaymen's Federation which are represented in this panel. But there are other all-India organisations of Central Government employees who do not belong, or who are not affiliated, to any of the central trade union organisations. I want to know why their representatives have not been given representation.

Shri B. R. Bhagat: So far as representation for various categories of employees is concerned, we consult the Labour Ministry and we are guided by their advice.

श्री सरजू पाण्डेय : विवरण को देखने से ऐसा मालूम होता है कि जो लोग पैनल में रखे गये हैं वह सिर्फ कांग्रेस के ही लोग हैं । में जानना चाहता हूं कि इस में विरोधी दलों के लोग क्यों नहीं रखे गये हैं ।

श्री ब० रा० भगत : यह तो अपने अपने विचार की बात है । फैहरिस्त माननीय सदस्य के सामने है.....

श्री सरजू पाण्डेय : मैंने फहरिस्त देखी है, सभी कांग्रेस के हैं ।

श्री ब० रा० भगत : सब कांग्रस के हैं, ऐसी बात नहीं है ।

श्री अ० प्र० शर्मा : यह गवर्नमेंट की मानी हुई पालिसी है कि पब्लिक और प्राइवेट सेक्टर में जो उद्योग हैं उन में जो श्रम नीति लागू की जायेगी उन में कोई फर्क नहीं होगा । लेकिन अभी तक ऐसा नहीं हुआ है । मैं जानना चाहता हूं कि जो पैनेल है वह इस बात पर भी विचार करेगा कि पब्लिक और प्राइवेट सेक्टर दोनों में जो कानून श्रम सम्बन्धी हों उनको बराबर से लागू किया जाये ।

श्री ब० रा० भगत : अभी भी यह कोशिश की जाती है कि श्रम सम्बन्धी नीति के लागू करने में प्राइवेट सेक्टर और पब्लिक सेक्टर में भेद न हो । अगर उन को लागू करने में कोई दिक्कत हुई तो उसकी कठिनाइयों पर विचार किया जायेगा ।

श्री बाल्मीकी : पहली तीन योजनाओं में भी इसी प्रकार के पैनेल बने हैं, लेकिन उन

पैनेलों में जो सफाई कर्मचारी हैं, या म्यूनिसिपल कर्मचारी हैं अथवा देहातों में भूमिहीन मजदूर हैं उनके काम की स्थिति पर, उनके न्यूनतम वेतन की स्थिति पर गौर नहीं किया है। क्या मैं यह समझूं कि यह जो पैनेल है, जो कि चतुर्थ पंचवर्षीय योजना के लिये बनाया गया है, उन कर्मचारियों के बारे में भी विचार करेगा।

श्री ब० रा० भगत : माननीय सदस्य ने यह राय दी है, और पैनेल इस पर विचार करेगा।

श्री सिंहासन सिंह : क्या मैं जान सकता हूं कि प्रथम पंच वर्षीय योजना, द्वितीय पंच वर्षीय योजना और तृतीय पंच वर्षीय योजना में जो पैनेल बने थे उन्होंने लेबर के सम्बन्ध में क्या राय दी और उस पर क्या कार्रवाई हुई। उन में क्या कमी हुई कि चौथे पैनेल की नियुक्ति की नौबत आई।

श्री ब० रा० भगत : पहली प्लैन में एक ऐसा पैनेल बना था, दूसरी प्लैन में लेबर मिनिस्ट्री की जो ऐडवाइजरी बाडी थी उससे ही मदद ली गई थी, तीसरी प्लैन में भी पैनेल बना था। मेरे पास फैहरिस्त तो नहीं है कि उन्होंने क्या क्या सिफारिश की थी, लेकिन जैसा मैंने कहा, पैनेल बनाया तो इसी लिये गया था कि नीतियों के बनाने में और नीतियों के लागू करने के बारे में योजना आयोग की जो सिफारिशें थीं उन के उपर सोच विचार किया जाये।

श्री सिंहासन सिंह : मेरा प्रश्न यह था कि उनकी सिफारिशें क्या थी।

अध्यक्ष महोदय : मंत्री महोदय कहते हैं कि इस वक्त उनके पास वह मौजूद नहीं हैं।

Agricultural Refinance Corporation

*971. **Shri P. R. Chakraverti:** Will the Minister of **Finance** be pleased to state:

(a) how far the commercial banks in the country have readily come forward to finance the long-term requirements of plantations and other agricultural development schemes;

(b) whether the Agricultural Refinance Corporation has sanctioned refinance facilities for schemes of agricultural development;

(c) if so, through which financial agencies; and

(d) the factors which stood in the way of commercial banks entering whole-heartedly into the field of long-term credit for agricultural development?

The Minister of Planning (Shri B. R. Bhagat): (a) Commercial banks, which are eligible for assistance from the Agricultural Refinance Corporation, have not granted any loans so far, in respect of which applications for refinance have been made to the Corporation.

(b) Yes, Sir. Schemes involving a total financial outlay of Rs. 23·02 crores have been sanctioned upto the 31st March 1965, and the Corporation has accepted commitments to the extent of Rs. 19.10 crores in respect of these schemes.

(c) The loans sanctioned so far are intended to be disbursed through central land mortgage banks in the respective States.

(d) Commercial banks have found it difficult, because of the lack of adequate arrangements for the technical scrutiny and appraisal of the schemes, against which loans or advances can be granted, and other demands on the banks' resources, to provide long-term finance, to the extent necessary, for agricultural development. The question of making suitable arrangements for enabling the banks to overcome some of these difficulties is, however, under consideration.

Shri P. R. Chakraverti: In view of the experience of commercial banks with regard to long-term credit, has Government made special arrangements for making available additional resources for that aspect of the question?

Shri B. R. Bhagat: Because the commercial banks do not have enough branches in the rural areas, there is

a genuine difficulty as regard technical examination and other things. Then, there is their own demand on resources. All these questions are at present being examined so as to make it possible for these commercial banks to go into some of these fields of operation.

Shri P. R. Chakraverti: Now that co-operative banks are covering practically all the rural areas as well, may I know whether Government will encourage co-operative banks also for long-terms credit arangement on the lines of land mortgage banks?

Shri B. R. Bhagat: That will be examined, Sir.

Shri Shree Narayan Das: Arising out of the answer to part (b) of the Question, I would like to know the number of projects for which Refinance Corporation has sanctioned money.

Shri B. R. Bhagat: The number of projects is 7 but the number of States is smaller.

श्री यशपाल सिंह : अब तक प्रोड्यसर को लोन दिया जाता है उसकी मूवेबिल प्रापर्टी को देख कर दिया जाता है उसकी फसलों को देख कर नहीं दिया जाता । क्या किसी ऐसी योजना पर विचार किया जा रहा है कि किसान को उसकी फसल को देख कर लोन दिया जा सके ?

श्री ब० रा० भगत : इस बात पर भी विचार किया जा रहा है क्राप पर लोन दिया जाये ।

श्री युद्धवीर सिंह : अभी तक किसानों को लोन देने का काम कोआपरेटिव बैंक्स और लैंड मारगेज बैंक्स किया करती हैं । मैं जानना चाहता हूं कि पिछले 15–16 सालों में क्या कठिनाई महसूस की गई कि इस एग्रीकल्चर रिफाइनेन्स कारपोरेशन की स्थापना की गई है ? और इस कारपोरेशन का कोआपरेटिव बैंक्स से और लैंड मारगेज बैंक्स से क्या तारतम्य होगा, जिनका जाल सारे देश में फैला हुआ है ?

श्री ब० रा० भगत : जब इस बारे में बिल पेश हुआ था उस समय जो कठिनाइयां थीं वे बतलायी गयी थीं । मुख्य कठिनाई यह है कि लैंड मारगेज बैंक्स के पास इतने साधन नहीं हैं कि वे किसानों को उनकी जरूरत का लोन दे सकें । यह रिफाइनेंस कारपोरेशन किसानों को सीधा लोन तो नहीं देगा, लेकिन लैंड मारगेज बैंक्स किसानों को जो अधिक अवधि के लिए लोन देंगी, उस को यह कारपोरेशन अपनी तरफ से रिफाइनेन्स करेगा ।

श्री क० ना० तिवारी : लैंड मारगेज बैंक्स, कोआपरेटिव बैंक्स और रिफाइनेन्स कारपोरेशन के रहते हुए भी 85 पर सेंट किसान मनी लैंडर्स से कर्जा लेते हैं । क्या गवर्नमेंट इसके कारण की जांच कराएगी, और अगर इन से किसानों की जरूरत पूरी नहीं होती है तो क्या दूसरे कमरशियल बैंक्स का इन्तिजाम देहातों में करेगी जैसा कि स्टेट मिनिस्टर ने कहा है ?

श्री ब० रा० भगत : जहां कोआपरेटिव मूवमेंट ज्यादा चालू नहीं ऐसे चार पांच राज्यों के लिए इस बात की छान बीन की जा रही है कि एक क्रेडिट कारपोरेशन खोला जाए जो किसानों को उनकी जरूरत के मुताबिक लोन दे सके ।

Shri Man Sinh P. Patel: Due to some technical difficulties in the Reserve Bank legislation, it is not refinancing the District Central Co-operative Banks for animal husbandary work. In view of the fact that the dairy subject has been now included in the scope of the Agricultural Refinance Corporation, may I know whether Government would like to see that this Refinance Corporation gives substantial-credit to the District Central Co-operative Banks for animal husbandary work?

Shri B. R. Bhagat: That is a suggestion for action which will be examined.

Shri Daji: In view of the necessity of cheap credit to agriculturists, what would be the interest that the Refinance Corporation would be charging from the land mortgage banks and other Central Cooperative Banks?

Shri B. R. Bhagat: The rate of interest upto now has been to 5½ per cent.

Unaccounted Money

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*972. { **Shri Harish Chandra Math**
Shri J. P. Jyotishi:
Shri Shiv Charan Gupta:
Shri P. R. Chakraverti:

Will the Minister of **Finance** be pleased to state:

(a) the number of raids and searches made for unaccounted money since 27th February, 1965 and the result thereof;

(b) the number of parties and the amount of unaccounted money disclosed since the 27th February, 1965; and

(c) the number of offers that were in hand even before the 27th February 1965?

The Deputy Minister in the Ministry of Finance (Shri Rameshwar Sahu): (a) 8 searches were made involving 11 permises. Unaccounted cash of Rs. 2,13,132, Jewellery and bullion worth Rs. 76,756 and other valuable articles were found.

(b) 561 persons have disclosed unaccounted money of Rs. 14·33 crores under clause 68 of the Finance Bill, 1965.

371 persons have disclosed Rs. 3·80 crores in other voluntary disclosures.

(c) 197.

Shri Harish Chandra Mathur: In view of the most disappointing response, will the hon. Finance Minister care to clarify the great confusion which is now obtaining in this respect? On the one hand, the Finance Minister who is most concerned with the business community, also being in-charge of the Company Law Administration, says that he is going to tighten the control and he is going to take effective measures while, on the other hand, the Minister for Parliamentary Affairs and the Home Minister go and tell the business community in Calcutta that the entire attitude to the business community is going to be changed and that they are reflecting the Prime Minister's mind. May I know whether the Finance Minister has discussed it with the Prime Minister, and if so, what conclusions they have arrived at?

The Minister of Finance (Shri T. T. Krishnamachari): I do not think there is any conflict at all. So far as the Finance Minister is concerned, the question of revenue is important, and every possible method for getting the revenue that is due to the exchequer has to be pursued and the revenues obtained. So far as treating the commercial community well, expediting their cases before Government and giving quick decisions etc. are concerned, these are matters which are within the competence of the Finance Minister, and I think that there will be no difficulty in keeping up the promise. I do not think that there is any basic conflict between the two.

Shri Harish Chandra Mathur: My question was put to obtain a clarification of this point. When the hon. Minister of Parliamentary Affairs and the hon. Home Minister were reflecting the Prime Minister's mind for a complete change, may I know what the change was which they wanted to bring about, and how they were briefed by the Prime Minister, because surely they must have been briefed in consultation with the Finance Minister? I just want to have a clarification about the change that is going to be brought about to satisfy the business community, and what conclusions have been arrived at.

Shri T. T. Krishnamachari: I am only concerned with one aspect. There will be no change in regard to the

collection of dues, which Government have to get from anybody; on that Government are very firm. But in regard to being polite, considerate and quick in decisions, hon. Member will certainly agree that anything that we do in that direction is certainly praiseworthy and should be pursued.

Shri Harish Chandra Mathur: I entirely agree that to every citizen Government must be quite courteous, because the citizens are their masters; every citizen is a master. May I know what instructions, if any, the Finance Minister has given to his administration during this interregnum period, whether he is in touch with them, and whether the expectations which he had have been realised in practice?

Shri T. T. Krishnamachari: The hon. Member himself has characterised the response as being disappointing, and I share his view: I would like to wait until the 31st of May before finally adjudging what we should do in this matter. But so far as instructions to the officers are concerned, they will pursue the methods that they have been pursuing subject to this provision that there will be no harassment at all.

Shri J. P. Jyotishi: Looking to the unsatisfactory state of success in these raids, do Government propose to strengthened the flying squads so that more frequent raids may be made and more collections could be made?

Shri T. T. Krishnamachari: There is another aspect of the suggestion made by the hon. Member, which is engaging the attention of Government. In fact, as I have mentioned once before in this House, the staffing of the Department is somewhat poor, and is not commensurate with the area of work that is now undertaken. Government are pursuing this question of staffing the department better both quantitatively and qualitatively.

Shri P. R. Chakraverti: In the light of the unreserved statement made by the Prime Minister at Banaras on the 26th December, 1964 that the unearthing of this black money will bring down the prices, may I know the direct impact of the money that has till now been unearthed on the prices?

Shri T. T. Krishnamachari: I have a feeling that it has had some impact on the prices, but it is very difficult to say to what extent it has had; it is a matter of evaluation and judgment, and the hon. Member who is extremely competent in this matter can have a view which I may not share. But I think that Government would be justified in having a feeling that the methods that we have adopted, monetary and others, have had some impact on prices.

Shri D. N. Tiwary: May I know whether instances have come to the notice of Government where prior leakage of information about raids to particular houses has resulted in the removal of cash and the consequent unearthing of low amounts?

Shri T. T. Krishnamachari: I have had no precise information of this nature, but I would not altogether rule out some such thing happening.

Shri Vasudevan Nair: After the bitter experiences, one at the time of the Gold Control and now again on the question of unaccounted money, may I know whether the hon. Minister is now in a mood to learn the proper lesson that softness will not pay and that man-eaters will have to be dealt with in the proper way?

Shri T. T. Krishnamachari: I am afraid I have to disappoint the hon. Member. I am completely unrepentant.

Shri Alvares: Government have categorically rejected the obvious method of getting the unaccounted money out by rejecting the proposal of demonetisation. In view of the lack of conscience on the part of blackmarketeers, what do Government propose to do in order to recover all the unaccounted money?

Shri T. T. Krishnamachari: All these methods we are now pursing are towards that end.

Shri Alvares: They have failed so far.

Shri Raghunath Singh: There is always failure and success, both.

श्री ओंकार लाल बेरवा : मैं जानना चाहता हूं कि जो मिनिस्टरों के पास गोरा धन छिपा हुआ है उस की बाबत क्या राजस्थान व केन्द्र के मिनिस्टरों के यहां भी कोई छापे मारे हैं ?

अध्यक्ष महोदय : आप इत्तिला दें तो वे मारेंगे ।

श्री ओंकार लाल बेरवा : वित्त मंत्री जी को सम्हाल लीजियेगा ।

Shri Narendra Singh Mahida: There have been cases of officers taking part in these raids having been injured. Recently an officer was stabbed. Do Government propose to arm these officers of the customs department or the enforcement department with revolvers or such other arms?

Shri T. T. Krishnamachari: I think these officers are police officers or excise officers. They have powers to have arms if they want.

Dr. Sarojini Mahishi: The hon. Finance Minister was pleased to say sometime back on the floor of the House that there are other methods also besides search and raids for unearthing unaccounted money. What is the success achieved by these methods?

Shri T. T. Krishnamachari: At the moment, it is very difficult for me to remember what I had said. Undoubtedly, we have not exhausted all the methods. I cannot give any precise answer unless I can look back into what I had said then.

Trained Nurses

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*973. { **Dr. L. M. Singhvi:**
Shri Sidheshwar Prasad:

Will the Minister of **Health** be pleased to state:

(a) whether Government have assessed our national requirements of trained nurses during the next decade;

(b) if so, the broad out-lines thereof; and

(c) whether the Government have taken or propose to take any specific steps to dignify and upgrade the profession of nursing in this country and if so, in what way?

The Deputy Minister in the Ministry of Health (Shri P. S. Naskar): (a) and (b). Yes, Sir. The country's requirements for nurses as estimated by the Health Survey and Planning Committee by the end of 1971 are 1,10,940 nurses on the basis of 1 nurse per 5,000 population. Keeping in view the training facilities in the country, it is proposed to train 45,000 nurses during the Fourth Five Year Plan which will bring the total number to about 90,000 giving a ratio of 1 nurse to 6,000 of the population. Besides these, a large number of Auxiliary-nurse Midwives is being trained about 60,000 in the IV Plan. It is also proposed to train 88,500 nurses during the Fifth Plan. The total number of nurses would be 1,78,500 by the end of the Fifth Plan.

(c) The following steps have been taken to dignify and upgrade the nursing profession:

(i) Working hours have been reduced in most of the hospitals;

(ii) Furnished hostel accommodation is being provided;

(iii) Scales of pay have been revised and the allowances are being rationalised;

(iv) Nursing education is being organised on progressive lines and college of Nursing have been set up;

(v) International assistance has been obtained to improve the teaching programmes and to obtain teaching equipment.

Shri Harish Chandra Mathur: Such a long statement should have been laid on the Table.

Dr. L. M. Singhvi: It would have been better if it had been laid on the Table.

Mr. Speaker: Yes, Dr. Singhvi.

Dr. L. M. Singhvi: Are Government satisfied with the success achieved in meeting these requirements of the nursing care in this country? If not, what do they propose to do both in terms of producing enough graduate nurses and certificated nurses for the country's requirements?

The Minister of Health (Dr. Sushila Nayar): We are satisfied that the progress made is very commendable, and we shall continue to endeavour in the direction in which we are working already.

Dr. L. M. Singhvi: Are Government aware that the pay scales of nurses are extremely low in comparison with any comparable work done in this country and also that the hours of work are considerably long? Is the Minister considering or is prepared to consider a suggestion to appoint an expert consultant group to go into the requirements of the country as well as to inquire into the requirements of the nursing profession in terms of upgrading them?

Dr. Sushila Nayar: A similar commission has functioned in the form of the Mudaliar Committee. Their recommendations are in front of us already. I would agree with the hon. Member that the emoluments are extremely low in some of the states. But where they have been revised—in several States they have been revised—they are not bad. We are constantly endeavouring to improve the emoluments as well as other working conditions for nurses.

Mr. Speaker: Shri Sidheshwar Prasad.

Shri Sidheshwar Prasad: 974.

Shri Hari Vishnu Kamath: Have you passed on to the next question?

Mr. Speaker: I did not call for the next question. His name is clubbed here.

Shri Hari Vishnu Kamath: He did not know it himself perhaps.

Mr. Speaker: If he wants to put a supplementary, he may.

Shri Raghunath Singh: May I ask a supplementary?

Mr. Speaker: Yes.

Shri Raghunath Singh: May I know why nurses from Kerala have invaded UP in a big way?

Shri Vasudevan Nair: I must protest against it. Our nurses have not invaded. It is very wrong to say so.

Mr. Speaker: You might not know. He might be a victim of it!

Dr. Sushila Nayar: We are very glad that girls from Kerala have come forward to work as nurses practically in all the hospitals all over the country. And they make very fine nurses. May I add that I solicit the help of my hon. friend Shri Raghunath Singh to persuade more UP girls to take to nursing?

Shri Hari Vishnu Kamath: Has Government got statistics, accurate or nearly accurate statistics, as to how many Hospitals in the country are without trained nurses, and to what extent it is due to the fact that there emoluments and service conditions vary from State to State; if so, does Government propose to institute a Central cadre of nursing services in the country?

Dr. Sushila Nayar: It is not possible for me to give the statistics of the nurses that are serving in every hospital.

Shri Hari Vishnu Kamath: Hospitals without nurses!

Dr. Sushila Nayar: I can say this, that there are, to the best of my knowledge, no hospitals without any trained nurses at all. It may be that the numbers are not adequate for the needs, and they may be taking help from some nurse-aides and so on. As for the setting up of a Central cadre, the matter was examined, and we

came to the conclusion that it was not possible to do so because there are not many nurses under the Central Government service.

Shri Vasudevan Nair: May I know whether the hon. Minister has, some time back, received some representations from the nurses who are undergoing training in many places in UP saying that they do not get even Rs. 30 per month, and that they have so many problems? May I know whether the Minister has looked into that and tried to help them by taking up the matter with the UP Government?

Dr. Sushila Nayar: I have not received any such representation. May I add that it seems hardly likely to me, because the stipends are being provided under the nursing education scheme?

श्री रामेश्वरानन्द : अस्पतालों में यह शिकायत है कि वहां मरहम पट्टी करने वाली श्रीमतियां उन की तो मरहम पट्टी आदि अच्छे तरीके से कर देती हैं जो कि उन्हें पैसे दे देते हैं लेकिन जो पैसा आदि नहीं देते हैं उनकी वह ठीक से नहीं करती हैं तो इस सम्बन्ध में मैं यह जानना चाहता कि क्या मंत्रिणी महोदया इस बात पर विचार करेंगी कि बजाय वहां पर स्त्रियां उपचार करें, पुरुष यह काम वहां पर क्यों न करें ?

Shri Bhagwat Jha Azad: He is absolutely wrong.

डा० सुशीला नायर : मेरी समझ में नहीं आया ।

अध्यक्ष महोदय : मुझे मालूम नहीं कि स्वामी जी को ऐसी इत्तिला मिली है या उनका स्वयं का अपना तजुर्बा है कि जब तक उन स्त्रियों को वहां पर मरीजों द्वारा पैसे न दिये जायें वे ठीक से काम नहीं करती हैं, पैसे जो उन्हें दे देते हैं उनका तो काम ठीक से कर देती हैं लेकिन जो पैसे नहीं देते हैं उनका वह काम नहीं करती है . . . (इंटरप्शंस)

आर्डर आर्डर । उनका इस बारे में सुझाव है कि वहां पर बजाय फीमेल नर्सेज रखने के मेल्स रक्खे जायें । पुरुषों को इस काम को करने के लिए भरती किया जाये ।

डा० सुशीला नायर : श्रीमन्, स्वामी जी ने जो शिकायत की है, अगर वह किसी खास जगह की शिकायत बतायें, तो हम उस का पता लगा सकते हैं, लेकिन सर्वसामान्यतया यह शिकायत दुरुस्त नहीं है । अच्छी तरह से काम किया जाता है । मैं यह भी निवेदन कर दूं कि मरहम-पट्टी करने वाले बहुत जगहों पर पुरुष ही होते हैं और थोड़ी संख्या में मेल नर्सिज को भी तैयार और इस्तेमाल किया जा रहा है ।

श्रीमती सहोदराबाई राय : मैं मंत्री जी से यह जानना चाहती हूं कि मध्य प्रदेश और उत्तर प्रदेश जो लड़कियां हिन्दी की आठवीं क्लास पास कर के निकलती हैं, क्या उन को नर्सिंग का प्रशिक्षण देने की कोई योजना सरकार के विचाराधीन है ।

डा० सुशीला नायर : हम चाहते तो यह हैं कि कम से कम मैट्रिक पास लड़कियां नर्सिंग लें, लेकिन उत्तर प्रदेश और मध्य प्रदेश की स्त्री-शिक्षा की पिछड़ी अवस्था को देख कर, वहां की स्टेट गवर्नमेंट्स के हाथ में छोड़ा है कि वे चाहें तो आठवीं क्लास तक पढ़ी हुई लड़कियों को भी आक्सिलरी-नर्स मिडवाइफ के लिए ले लें और वे ले रहे हैं ।

Dr. Sarojini Mahishi: May I know the percentage of male nurses as compared to female nurses in the country and how the service conditions differ in their cases and also whether the All India Nurses Association had made

representations regarding the amenities and facilities to be given to them, recently to the hon. Minister?

Dr. Sushila Nayar: I could not say what the proportion is but fully trained male nurses are very few. They are not required in very many places. But there are a lage number of nursing orderlies who are males and are being used practically in every hospital.

So far as the conditions of service are concerned, there is no difference between males and females. As for any representation that the hon. Member has in mind, I cannot say specifically. There are representations received from time to time and some representations from the nurses have also been under consideration.

श्रीमती जोहराबेन चावडा: मंत्री महोदय ने कहा है कि उन को नर्सिज का कोई डलीगेशन नहीं मिला है । जहां तक मेरी जानकारी है, कलकत्ता से कुछ बहनें माननीय मंत्री महोदय को मिलने के लिए आई थीं । मान्यता प्राप्त करने के सम्बन्ध में उन के सामने जो कठिनाई और असुविधा है, वे उस के सम्बन्ध में माननीय मंत्री से मिलना चाहती थीं । मैं यह जानना चाहती हूं कि मंत्री महोदय ने उस के बारे में क्या जवाब दिया है ।

डा० सुशीला नायर : कलकत्ता की कुछ नर्सिज का एक खास सवाल है : वहां पर जिन बहनों ने ट्यूबरकलासिज हास्पिटल में शिक्षा प्राप्त की है, वे चाहती हैं कि उन को फुल ट्रेण्ड नर्सिज की मान्यता दी जाये । लेकिन नर्सिंग कौंसिल ने यह स्वीकार नहीं किया, क्योंकि उनकी मान्यता है, कि ट्यूबरक्लासिज हास्पिटल में उन को आल-राउंड जेनेरल ट्रेनिंग अच्छी नहीं मिलती है । हम ने कहा है कि अगर वेस्ट बंगाल गवर्नमेंट अपनी नर्सिंग कौंसिल के द्वारा उन को मान्यता दिला दे, तो आल इंडिया नर्सिंग कौंसिल उन को मान्यता दे देगी ।

श्री विश्राम प्रसाद : अभी मुख्य प्रश्न के जवाब में माननीय मंत्री महोदय ने बताया है कि चौथी और पांचवीं प्लान के अन्त तक अमुक संख्या में नर्सिज ट्रेन्ड की जायेंगी और उन की कमी पूरी की जायेगी । मैं यह जानना चाहता हूं कि गांवों में जहां देश की अस्सी प्रतिशत जनता रहती है, हास्पिटल्ज और नर्सिज की जो कमी है, वह कमी कौन सी प्लान तक पूरी की जा सकेगी ।

डा० सुशीला नायर : आशा है कि इसी चौथी प्लान में जितनी आज आवश्यकता है, उतनी पूरी हो सकेगी ।

श्री किशन पटनायक : जांच कमेटी के बारे में श्री सिंघवी के सुझाव का समर्थन करते हुए मैं यह जानना चाहता हूं कि भोर कमेटी ने 500 आदमियों के पीछे नर्स की जो रीकमेंडेशन की थी, क्या उस आदर्श को बदल दिया गया है; यदि हां, तो क्यों ।

डा. सुशीला नायर : 500 के पीछे नहीं, 5000 के पीछे एक नर्स होने के बारे में भोर कमेटी ने कहा था और हमारी आशा है कि 6000 के पीछे तो एक हो जायेगी चौथी प्लान में और आगे जा कर 5000 के पीछे एक हो जायेगी ।

राजनैतिक दलों पर आयकर

*974. **श्री सिद्धेश्वर प्रसाद :** क्या **वित्त** मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि राजनैतिक दलों को आय कर से छूट नहीं मिली हुई है; और

(ख) यदि हां, तो अब तक किन-किन दलों से आय कर लिया गया है, प्रत्येक से कितना आय कर लिया गया है और उनकी वार्षिक आय क्या है ?

वित्त मंत्रालय में उपमंत्री (श्री रामेश्वर साहु) : (क) जी हां।

(ख) एक विवरण-पत्र सभा पटल पर रखा जाता है। [**पुस्तकालय में रखा गया देखिए संख्या एल. डी. 4240/65**]

श्री सिद्धेश्वर प्रसाद : मैं यह जानना चाहता हूं कि इस देश में जितने राजनीतिक दल हैं, क्या उन सभी के कान्सालिडेटिड एकाउंट्स सरकार के पास हैं ; यदि हां, तो क्या उनका विवरण सभा-पटल पर रखा जायेगा?

The Minister of Finance (Shri T. T. Krishnamachari): The question relates to tax on political parties on their property income and the tax is levied on the property that they have. So far as any account of the political parties is concerned in regard to their casual receipts, there is no income-tax and Government have no information.

श्री सिद्धेश्वर प्रसाद : क्या सरकार ने इस बात को जानने की कोशिश की है कि विभिन्न राजनीतिक दलों के पास जो प्रापर्टी है, उस के स्रोत क्या हैं ?

योजना मंत्री (श्री ब० रा० भगत): यह सवाल हाउस प्रापर्टी पर इनकम टैक्स के बारे में है, जो कि विवरण में दिया गया है।

श्री सिद्धेश्वर प्रसाद : वह भी प्रापर्टी है। क्या सरकार के पास इस बारे में कोई जानकारी है कि विभिन्न राजनीतिक दलों ने वह प्रापर्टी कैसे हासिल की है ?

Shri T. T. Krishnamachari: As a matter of fact, it may be that out of the casual income that they have they spend money on various things and they acquire property. Once they acquire some property, income from that property attracts tax.

Shri Shree Narayan Das: May I know the number of political parties which have so far been assessed to income-tax?

Shri T. T. Krishnamachari: So far only two organisations have been assessed. Some more organisations have been asked to furnish statements. The two organisations that have been assessed are the Bombay Pradesh Congress Committee who have been assessed from 1947-48 and thereafter, and the other organisation is the All India Hindu Mahasabha which has been assessed from 1958-59.

श्री हुकम चन्द कछवाय : क्या मंत्री महोदय उस दल का नाम बतायेंगे जो सबसे ज्यादा कर देता है और वह कितना कर देता है ?

श्री ब० रा० भगत : 1962–63 में उस पर 54,161 रुपये की डिमांड की गई थी।

श्री हरि विष्णु कामत: किस दल पर ?

Shri P. K. Deo: I want to find out if the donations from the corporate sector to the various political parties are also assessable to income-tax. . .

Mr. Speaker: He has answered it.

श्री यशपाल सिंह : माननीय मंत्री जी ने हाउस टैक्स का जिक्र किया है। लेकिन हाउस टैक्स का जिक्र इस क्वस्टियन में नहीं है। इसमें तो इनकम टैक्स का जिक्र है। माननीय मंत्री जी ने आय-कर के आंकड़े नहीं बताए हैं।

श्री ब० रा० भगत : यह सवाल प्रापर्टी पर इनकम टैक्स के बारे में है।

श्री सरजू पाण्डेय : मंत्री महोदय ने बताया है कि यह टैक्स हाउस रखने पर लगाया गया है।

अध्यक्ष महोदय : यह प्रापर्टी की इनकम पर टैक्स है ।

श्री सरजू पाण्डेय : मैं यह जानना चाहता हूं कि क्या और कांग्रेस कमेटियों के पास निजी मकान हैं या नहीं देश भर में ; अगर हैं, तो क्या उन पर टैक्स लगाया गया है ; यदि नहीं, तो क्यों नहीं ।

अध्यक्ष महोदय : मिनिस्टर साहब तो सिर्फ़ इनकम टैक्स के बारे में बता सकते हैं ।

श्री सरजू पाण्डेय : और कांग्रेस कमेटियां भी अपने निजी मकान रखती हैं । क्या उन पर टैक्स लगाया गया है ?

अध्यक्ष महोदय : गवर्नमेंट तो इनकम टैक्स का हिसाब बता सकती है । वह कांग्रेस पार्टी के मकान का हिसाब नहीं बता सकती है ।

श्री सरजू पाण्डेय: मैं यह जानना चाहता हूं कि और कितने दल हैं, जिन के पास अपने निजी मकान हैं और क्या उन पर भी टैक्स लगाया गया है ।

अध्यक्ष महोदय : जो पार्टी इनकम टैक्स देती है, फ़िनांस मिनिस्टर रिकार्ड से उसके बारे में बता सकते हैं, लेकिन कांग्रेस पार्टी या किसी और पार्टी के पास कितनी जायदाद है, यह फ़िनांस मिनिस्टर कैसे बता सकते हैं ?

श्री सरजू पाण्डेय : मैं यह जानना चाहता हूं कि और कितनी आर्गनाइज़ेशन्ज़ हैं, जो हाउस रखती है और उन पर टैक्स क्यों नहीं लगाया गया है ।

अध्यक्ष महोदय : मिनिस्टर साहब ने कहा है कि कई पार्टियों को नोटिस दिये गए हैं ।

Shri A. P. Sharma: Will the Government now try to find out about the other parties, particularly the Communist Party, as to whether they hold any property . . .

Mr. Speaker: He has answered it.

Shri D. N. Tiwary: It is always said that some political parties get money from national and international sources. Will the Government try to ascertain the amounts thus received and try to assess on them?

Mr. Speaker: There is no income-tax on cash receipts.

Shri P. R. Patel: I want to know whether income-tax is charged on the interests and money earned from other sources by political parties?

Shri T. T. Krishnamachari: Naturally, when tax is levied on property, whatever income they get from fixed deposits, shares or house property, that is charged.

Shri P. Venkatasubbaiah: May I know whether it has come to the notice of the Government that some political parties are evading payment of income-tax even though they have certain properties; if so, which are those political parties?

Shri T. T. Krishnamachari: Well, Sir, I have said that there are other cases where the returns have been called for. But I do not think anybody is evading the payment of tax.

Shri Hari Vishnu Kamath: The statement laid on the Table of the House shows that from 1947 up to date, 1964, only one Committee, the Bombay Pradesh Congress Committee, has paid income-tax and the tax has been recovered in full. Is the House to understand that no assessment has been made of the properties of other Pradesh Congress Committees in the country, or they have submitted no returns at all?

Mr. Speaker: He has answered it.

Shri Hari Vishnu Kamath: No, he has not answered it.

Shri B. R. Bhagat: Many Congress Committees may be having property. This relates to income from property. No other Congress Committee is deriving income from property.

Drugs and Equipment Standard Committee

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*975 **Shri Yashpal Singh:**
Shri Kapur Singh:
Shri Ram Harkh Yadav:
Shri Yudhvir Singh:
Shri Jagdev Singh Siddhanti:
Shrimati Renuka Barkataki:
Shri P. Venkatasubbaiah:
Shri Ravindra Varma:
Shri D. C. Sharma:

Will the Minister of **Health** be pleased to state:

(a) whether it is a fact that the Drugs and Equipment Standards Committee appointed by Government in 1962 has come to the conclusion that 20 per cent of Drugs are sub-standard;

(b) whether it has also concluded that most of the drugs are adulterated;

(c) if so, the action taken by Government in the matter; and

(d) whether the Report of the Committee will be laid on the Table of the House?

The Deputy Minister in the Ministry of Health (Shri P. S. Naskar): (a) Yes, Sir.

(b) No, Sir. The Committee on the basis of the information collected from sources such as (i) manufacturers

(ii) leading hospitals (iii) medical and pharmaceutical associations and (iv) State Drug Control authorities, has come to the following conclusion:—

"The existing information was inadequate to justify any conclusion being drawn on such an important subject as the extent of spurious drugs. The available data does indicate that spurious drugs are moving in the market. However, in relation to overall drug trade in the country, the incidence of such drugs is not of a considerable magnitude. There is also no evidence to suggest that any of the spurious drugs detected were manufactured by licensed manufacturers."

(c) A Statement giving the requisite information is laid on the Table of the Sabha. [*Placed in Library, see* No. LT-4241/65].

(d) The report has been placed in the Library of the Parliament.

श्री यशपाल सिंह : मैं जानना चाहता हूं कि जिन्होंने निम्न स्तर की औषधियां तैयार की थी उनके खिलाफ सरकार ने क्या एक्शन लिया है । 26 परसेंट जैसा इस में लिखा हुआ है, उसके बजाय कितने परसेंट के खिलाफ एक्शन लिया गया है ? मेनुफैक्चरर्ज जो हैं, उनमें से कितनों के खिलाफ एक्शन लिया गया है ?

स्वास्थ्य मंत्री (डा० सुशीला नायर): 26 परसेंट का तो मुझे पता नहीं जिसका जिकर माननीय सदस्य कर रहे हैं...

श्री यशपाल सिंह : जो कंडेम्नेशन में है ।

डा० सुशीला नायर : जो सम्पल लिये गये थे उनमें से बीस परसेंट सब-स्टेंडर्ड पाये गये, जब वे टैस्ट किये गये । जहां तक स्पूरियस मेडीसिंज का ताल्लुक है वे अनलाइसेंस्ड मैनुफैक्चरर्ज के द्वारा बनाई जाती हैं, ऐसी कमेटी का जानकारी हुई । कितनों पर केस चलाये गये हैं और सजा हुई है ये आंकड़े इस समय तो मेरे पास नहीं हैं लेकिन परसों ही मैंने अन्य डिमांडज के जवाब में वे आंकड़े प्रस्तुत किये थे ।

श्री यशपाल सिंह : क्या सरकार बता सकती है कि डिफेंस आफ इंडिया रूल्ज सिर्फ पालिटिशियंज के लिए बनाये गये हैं या इनका इस्तेमाल इन लोगों के खिलाफ भी किया गया है जो इस तरह से जनता के स्वास्थ्य का नाश कर रहे हैं ?

डा० सुशीला नायर : डिफेंस आफ इंडिया रूल्ज के नीचे दवाइयों की कीमतें बांधी गई हैं । एक अप्रैल 1963 पर जो कीमत

थी, उस स्तर पर उन पर सीलिंग कर दिया गया है । इसी प्रकार से दवा के दाम शीशी के ऊपर लिखाना चाहिये यह भी उन पर लागू कर दिया गया है । इससे दवाओं की कीमतें नहीं बढ़ी हैं, यह सदन जानता है ।

श्री हरि विष्णु कामत : उसको मानते नहीं हैं । उसका उल्लंघन हुआ है ।

Shri Kapur Singh: Apart from USSR and its satellites, is there any other country in the world where the import of essential drugs is so severely controlled as in India to afford protection to sub-standard and spurious drugs? If not, do Government propose to relax their policy in this matter?

Dr. Sushila Nayar: This relates to spurious drugs manufactured within the country. So far as import of drugs is concerned, where the drugs are considered absolutely essential, imports are being allowed. But where indigenous substitutes can be had, the imports are being restricted.

Shri Kapur Singh: Thereby spurious and sub-standard drugs are being protected.

श्री राम हरख यादव : अभी उनके बयान से यह जाहिर हुआ है कि ये दवायें जो हमारे देश में बन रही हैं इन में से बीस परसेंट तक मिलावटी हैं और कुछ स्पूरियस हैं, कुछ नकली हैं । मैं यह जानना चाहता हूं कि ये नकली दवायें और स्पूरियस मैडीसिज जो हैं ये फार्मेसी एक्ट और ड्रग्ज एक्ट के तहत जो इंस्पेक्टर साहिबान मुकर्रर होते हैं उनकी गफलत और चश्मपोशी की वजह से बनती हैं ?

डा० सुशीला नायर : दवायें बीस परसेंट मिलावटी हैं यह तो सही बात नहीं है । मैंने निवेदन किया है सब-स्टेंडर्ड हैं और इसका अर्थ यह होता है कि इनके विटामिज वगैरह जो हैं वे कुछ हद तक डिटिरियोरेट हो जाते हैं या नष्ट हो जाते हैं जिससे उनका जो परसेंटज है वह कुछ कम हो जाता है । इस प्रकार का दोष बीस परसेंट में पाया गया है और वह भी पिछले साल में कम हो गया है, 17 परसेंट पर आ गया है । हमें आशा है कि आगे भी यह चीज ठीक होती जाएगी ।

यह सही नहीं है कि मिलावटी दावइयां वगैरह ड्रग्ज इंस्पेक्टर्ज इत्यादि के कनाइवेंस से होती हैं । हो सकता है कि कहीं पर कोई कोताही करने वाला भी इंस्पेक्टर हो । उसकी बाबत माननीय सदस्य बतलायेंगे तो कार्रवाई की जाएगी ।

श्री यु० सिं० चौधरी : क्या सरकार के ध्यान में यह बात आई है कि ये जो दवाई की दूकानें हैं जहां पर ये नकली दवाइयां बिकती हैं चाहे बीस परसेंट हों या कम हों या ज्यादा हों उन पर रेड डालने का जो तरीका है महकमे की तरफ से उसके अन्दर कुछ यह है कि जब कोई शिकायत आती है किसी आदमी की तरफ से या किसी डाक्टर की तरफ से उसी वक्त आपका इंस्पेक्टर जाकर रेड करता है और उससे पहले अपने आप अपने तौर पर रेड करने का तरीका नहीं है ? क्या आपके महकमे के आदमियों ने यह शिकायत की है कि रेड करने वालों की जो संख्या है वह कम है जिसकी वजह से वे सारी की सारी दूकानों को कंण्ट्रोल नहीं कर पाते हैं ?

डा० सुशीला नायर : यह बात सही नहीं है । एट रैंडम सैम्पलिंग तो इंसपैक्टर करते रहते हैं । उसके उपरान्त कभी शिकायत आती है तो तुरन्त उस जगह पर सैम्पल लेने के लिए वे जाते हैं । यह सही है कि इंसपैक्टर्ज बढ़ाने की आवश्यकता है । कुछ पिछले साल में बढ़ाए गए हैं और कुछ और बढ़ाने के लिए हम स्टेट गवर्नमेंट्स के द्वारा कोशिश कर रहे हैं ।

Dr. Sarojini Mahishi: In view of the fact that the manufacturers of drugs as also the wholesalers and others complain that the standards as

prescribed by the Drugs and Equipment Standards Committee are always not up-to-date, may I know what precaution is taken to see that the standards maintained by this Drugs and Equipment Standards Committee are upto-date?

Dr. Sushila Nayar: The Drugs and Equipment Standards Committee does not lay down the standards which are enforced on the manufacturers; that is done by the Drugs Technical Board which is up-to-date and is very vigilant.

Shri P. Venkatasubbaiah: May I know whether the attention of the Minister has been drawn to the fact that large-scale manufacture of illicit liquor is being passed off under the arishtas and asavas which are injurious to the health of the people? What steps does the Minister propose to take to see that those things are avoided?

Dr. Sushila Nayar: We are aware that there is misuse of alcohol for the preparation of arishtas and asavas and also some tinctures etc. We are pursuing the matter with the Excise Department.

Shri D. C. Sharma: Most of the sub-standard and spurious drugs are sold in district and tehsil towns and in towns which have very small population. May I know if the Standards Equipment Committee confines its attention only to the metropolitan cities like Bombay, Madras and Delhi or it takes into account the needs of these small district and tehsil towns also?

Shri P. S. Naskar: We had sent the questionnaire on spurious and substandard drugs to the medical and pharmaceutical associations and also to the district and other small towns level doctors, pharmaceutical industries and shopkeepers also.

श्री हुकम चन्द कछवाय : 1963 में हमने एक कानून पास किया था जिसमें यह कहा गया था कि जिसके पास नकली दवाइयां पाई जायगी उसका चालान होगा । मैं पूछना चाहता हूं कि 1963 से अभी तक कितने ऐसे लोगों का चालान किया गया है ? कितनों के पास से नकली दवाइयां पाई गई हैं ?

डा० सुशीला नायर : कानून जो पास हुआ था उसमें तो नहीं लेकिन रूल्ज को रिवाइज करके यह तय किया गया था कि जो कोई अनलाइसेंस्ड मैनुफैक्चरर्ज की बनाई दवा बेचता हुआ पाया जाएगा, उसके खिलाफ कार्रवाई होगी और इसके तहत बारह आदमियों को पिछले साल जेलखाना मिला ।

12.00 hrs.

RE: S.Q. NO. 977

Mr. Speaker: The Question Hour is over.

Shri S. M. Banerjee: Sir, if you could take up Question No. 977 . . .

Mr. Speaker: How can I unless the Minister desires?

Shri Daji: We will request the Minister.

Mr. Speaker: If the Minister desires, certainly I would have no objection.

Shri S. M. Banerjee: You should ask the Minister whether he is prepared to reply.

Mr. Speaker: Not that. If the Minister makes a request, I am prepared to allow it. These are the rules. Mr. Banerjee knows it.

Shri S. M. Banerjee: We tabled a Calling Attention Notice on rise in Dearness Allowance. It was rejected.

Shri Daji: We were told that the question was coming up today.

Shri S. M. Banerjee: I may invite your kind attention to the newspaper report which says 'Decision soon on D.A. for Central officials'.

Mr. Speaker: It is for the Finance Minister to answer.

Shri Daji: We will make a request to him.

Mr. Speaker: The Minister of Finance.

An Hon. Member: He has left.

The Minister of Planning (Shri B. R. Bhagat): Yes, Sir?

Mr. Speaker: I want to know whether he wants to answer Q. 977, whether he considers that as important, that it should be answered. If the request comes from him, then alone I can take it up. Otherwise, I cannot allow it.

Shri B. R. Bhagat: No, Sir. (*Interruptions*).

Shri S. M. Banerjee: I rise on a point of order. You have asked him whether he is prepared to answer it. He has not even seen the Question; he has not seen anything and he says, 'No'. Let him see it first and see whether it is important. It has come out in the newspapers also.

Mr. Speaker: I have heard him.

Shri S. M. Banerjee: The newspaper report says 'Decision soon on D.A. for Central officials' and we shall not know anything about this. Due to rise in cost of living index the Central Government employees are entitled to more D.A. Why should he make the announcement outside?

An Hon. Member: The Finance Minister is coming.

Shri Daji: Allow us to request him.

Mr. Speaker: The rules are very clear. I have said it so many times here. I cannot make any exception in this case. If the Minister makes that request, I am prepared to give more time. If the Minister is not prepared, I cannot take it up. He has said that he is not prepared to do that.

Shri S. M. Banerjee: He has not seen the Question.

The Minister of Finance (Shri T. T. Krishnamachari): May I say that the Government would take a decision within a week?

Mr. Speaker: We now take up the Calling Attention Notice. Shri Muhida.

WRITTEN ANSWERS TO QUESTIONS

Central Council of Health

*969. **Shri Ramachandra Ulaka:**
Shri Dhuleshwar Meena:

Will the Minister of **Health** be pleased to refer to the reply given to Starred Question No. 448 on 10th December, 1964 and state:

(a) whether the resolutions passed by the Conference of the Central Council of Health which was held in October, 1964 have since been considered by Government; and

(b) if so, the decision of Government thereon?

The Minister of Health (Dr. Sushila Nayar): (a) Yes, Sir.

(b) A statement is laid on the Table of the House. [*Placed in Library, see* No. LT-4242/65].

Demands of C.G.H.S. Doctors

*976. **Shri D. C Sharma:**
Shri Madhu Limaye:
Shri Kishen Pattnayak:
Dr. Ram Manohar Lohia:
Shri Ram Sewak Yadav:

Will the Minister of **Health** be pleased to state:

(a) whether the Doctors of the Central Government Health Scheme have again threatened to go on strike to pursue their demands for better working conditions;

(b) if so, the reaction of Government thereto; and

(c) the steps taken by Government so far to implement the assurances given to them?

The Minister of Health (Dr. Sushila Nayar): (a) No, Sir.

(b) Does not arise.

(c) The demands made by the C.G.H.S. Medical Officers' Association are under consideration in consultation with the concerned Ministries.

Dearness Allowance to Central Government Employees

*977. **Shri S. M. Banerjee:**
Shri Yashpal Singh:
Shri Kapur Singh:
Shri Rajdeo Singh:

Will the Minister of **Finance** be pleased to state:

(a) whether it is a fact that according to the rise in cost of living index, the Central Government employees **are entitled to another slab of dearness** allowance;

(b) if so, whether Government have taken a decision in this regard; and

(c) if not, the reasons for the same?

The Minister of Planning (Shri B. R. Bhagat): (a) Yes Sir.

(b) and (c). The matter has been examined and is being placed for decision by Government.

Prevention of Food Adulteration

*978. **Shrimati Jyotsna Chanda:**
Shri Yudhvir Singh:
Shri Hukam Chand Kachhavaiya:
Shri Jagdev Singh Siddhanti:
Shri Shree Narayan Das:

Will the Minister of **Health** be pleased to state:

(a) whether Government propose to establish a Central Unit with zonal **organisations to assist the State Gov**ernments in the proper implementation of the Prevention of Food Adulteration Act;

(b) if so, the number of zones which will be created; and

(c) the expenditure likely to be involved in this connection?

The Minister of Health (Dr. Sushila Nayar): (a) to (c). A proposal for the establishment of a Central Unit with zonal organisations to assist the State Governments in the proper implementation of the Prevention of Food Adulteration Act has been included in the proposals for the IV Plan.

Family Planning Council

*979. **Shri Rameshwar Tantia:** Will the Minister of **Health** be plaesed to state:

(a) whether it is a fact that Government have decided to set up a high-powered Family Planning Council capable of taking quick decisions on plans and programmes;

(b) if so, when the Council is likely to be formed; and

(c) what will be its composition, functions and scope?

The Minister of Health (Dr. Sushila Nayar): (a) to (c). A proposal to set up a Central Family Planning Council with a view to lay down policy and a Central Family Planning Executive Board to carry out executive functions expeditiously is under consideration.

Loan from Austria

*980. **Shri P. C. Borooah:**
Shrimati Renuka Barkataki:
Shri P. Venkatasubbaiah:
Shrimati Johraben Chavda:

Will the Minister of **Finance** be pleased to state:

(a) whether an agreement has **recently been signed between India,** Austria and the International Monetary Fund providing for a World Bank Credit to India of 104 million Austrian Shillings (about $4 million) for the purchase of Austrian goods;

(b) if so, the terms of the agreement; and

(c) the nature of the goods to be purchased?

The Minister of Planning (Shri B. R. Bhagat): (a) An agreement between the Governments of India and Austria was signed on 5th April, 1965 for a credit of 104 million Austrian Shillings. This credit was offered earlier by Austria at the Consortium meetings convened under the auspices of the World Bank.

(b) The credit bears interest @ 5½ per cent per annum and is repayable in twenty equal half-yearly instalments commencing from January 1st, 1970.

(c) We are free to select goods of Austrian origin for being financed under the Credit.

Directorate of Inspection

*981. **Shri Ramachandra Ulaka:**
Shri Dhuleshwar Meena:

Will the Minister of **Finance** be pleased to refer to the reply given to starred question No. 463 on the 10th December, 1964, and state:

(a) whether the proposal to set up an Intelligence Wing in the Directorate of Inspection for investigation of big cases of tax evasion has since been examined by Government; and

(b) if so, the result thereof?

The Deputy Minister in the Ministry of Finance (Shri Rameshwar Sahu): (a) and (b). The proposal to have an Intelligence unit is still under examination.

Survey of National Income

*982. **Shri P. R. Chakraverti:**
Shri Daji:
Shri Warior:
Shri P. C. Borooah:

Will the Minister of **Finance** be pleased to state:

(a) whether a survey of the distribution of the National Income has recently been carried out by the National Council of Applied Economic Research;

(b) how far the data collected by the Council have been found reliable by Government;

(c) the national average *per capita* income for the year for which statistics have been collected by the Council; and

(d) the States whose *per capita* income fall below the average?

The Minister of Planning (Shri B. R. Bhagat): (a) Yes, Sir. The results are given in the book titled "Distribution of National Income by States, 1960-61", published by the National Council of Applied Economic Research.

(b) Estimates of the Council are at considerable variance with similar estimates prepared by the State Statistical Bureaux. It is not possible to say to what extent the Council's estimates are reliable.

(c) The national average *per capita* income was Rs. 325.7 in 1960-61, according to official estimates. The Council's estimate for the same year is Rs. 334.54.

(d) According to the Council's estimates, the States/Union Territories with *per capita* income falling below the national average are Madras, Assam, Tripura, Himachal Pradesh, Kerala, Mysore, Uttar Pradesh, Jammu & Kashmir, Andhra Pradesh, Madhya Pradesh, Orissa, Rajasthan and Bihar.

Assessment of Private Property

***983. Shri Vishwa Nath Pandey:** Will the Minister of **Finance** be pleased to state:

(a) whether it is a fact that Government propose to constitute a special division to assess the value of private property in the four metropolitan cities, i.e., Calcutta, Bombay, Madras and Delhi; and

(b) if so, when and broad outline of the scheme?

The Deputy Minister in the Ministry of Finance (Shri Rameshwar Sahu): (a) and (b). The proposals in the Finance Bill 1965 for the levy of additional wealth-tax on the levy of lands and buildings situated in areas with a population exceeding one lakh may necessitate some special study of the value of such property. However, no final decision has yet been taken about the manner in which this problem has to be handled.

Calcutta National Bank

***984. Shri Hari Vishnu Kamath:** Will the Minister of **Finance** be pleased to state:

(a) whether the progress of liquidation proceedings including payments to depositors and creditors of the Calcutta National Bank (in liquidation) is satisfactory;

(b) if so, the present position with regard thereto; and

(c) if not, the reasons therefor?

The Minister of Planning (Shri B. R. Bhagat): (a) and (c). Having regard to the difficulties experienced by the bank in the realisation of its advances and other assets, including investments, the progress of liquidation can be deemed to be satisfactory.

(b) The bank has paid or provided for a sum of Rs. 1·12 crores including Rs. 89·68 lakhs payable to the depositors.

River Boards

***985. Shri Ramachandra Ulaka:**
Shri Dhuleshwar Meena:
Shri Madhu Limaye:
Shri Sivamurthi Swamy:

Will the Minister of **Irrigation and Power** be pleased to refer to the reply given to Starred Question No. 553 on the 17th December, 1964 and state:

(a) whether the matter regarding the establishment of River Boards has since been considered by Government; and

(b) if so, the decision taken thereon?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) Yes, Sir.

(b) It has been decided to strengthen the existing organisations like the Central Water and Power Commission and the Ganga Basin Organisation of the Ministry of Irrigation and Power to carry out the essential functions that were originally proposed to be assigned to the River Boards.

Family Planning

***986. Shri P. R. Chakraverti:**
Shri D. C. Sharma:
Shri Rameshwar Tantia:
Shri Surendra Pal Singh:
Shrimati Jyotsna Chanda:
Dr. L. M. Singhvi:
Shri Ram Harkh Yadav:
Shri Vishwa Nath Pandey:
Shri Murli Manohar:
Shri Madhu Limaye:
Shri Kishen Pattnayak:

Will the Minister of **Health** be pleased to state:

(a) whether a United Nations Team of International Experts is visiting India to study the progress and effectiveness of Family Planning Programme;

(b) whether the team will also examine the question of coordinating family planning measures with other services, such as education and Health; and

(c) how far international technical and material assistance has been made available to India for family planning programme?

The Minister of Health (Dr. Sushila Nayar): (a) and (b). A United Nations Team of International Experts arrived in India in the middle of February, 1965, and have since gone back. In addition to reviewing the progress and effectiveness of the Family Planning Programme, the Team was also expected to consider

the problems of coordination and utilisation of other services such as education, community development for promoting Family Planning.

(c) About $6,478,848.48 have been received from International Agencies mainly for fellowships, research, training and equipment.

Slum Clearance in Rajasthan

2471. { **Shri Dhuleshwar Meena:** / **Shri Ramachandra Ulaka:**

Will the Minister of **Works and Housing** be pleased to state:

(a) the amount actually granted for slum clearance in Rajasthan during 1964-65; and

(b) the amount proposed to be granted to the State for the purpose during 1965-66?

The Minister of Works and Housing (Shri Mehr Chand Khanna): (a) Rs. 1·00 lakh—Rs. 0·75 lakh has been provided by the Central Government and Rs. 0·25 lakh by the State Government.

(b) Rs. 2·00 lakhs—Rs. 1·50 lakhs by the Central Government and Rs. 0·50 lakh by the State Government.

Village Housing Scheme in Rajasthan

2472. { **Shri Dhuleshwar Meena:** / **Shri Ramachandra Ulaka:**

Will the Minister of **Works and Housing** be pleased to state:

(a) the amount allotted to Rajasthan under the Village Housing Projects during the Third Plan period; and

(b) the total amount spent so far during the same period?

The Minister of Works and Housing (Shri Mehr Chand Khanna): (a) Rs. 125 lakhs.

(b) The total amount drawn by the State Government during the first four years of the Plan (i.e. upto the 31st March, 1965) is Rs. 36·68 lakhs—Rs. 29·68 lakhs from Plan resources and Rs. 7 lakhs from Life Insurance Corporation funds.

Leprosy Eradication in Rajasthan

2473. { **Shri Dhuleshwar Meena:** / **Shri Ramachandra Ulaka:**

Will the Minister of **Health** be pleased to state:

(a) the total amount granted to Rajasthan for eradication of leprosy in the State during 1964-65; and

(b) the amount proposed to be given to that State for the purpose during 1965-66?

The Minister of Health (Dr. Sushila Nayar): (a) The incidence of leprosy in Rajasthan is very low. In view of this, no leprosy Control Programme was formulated by the State Government during the First, Second and the Third Five Year Plans. Hence no Central assistance was given to that State for the purpose during the year 1964-65.

(b) Does not arise.

Food Control in Madras State

2474. **Shri Dharmalingam:** Will the Minister of **Irrigation and Power** be pleased to state the measures taken by the Central Flood Control Board to control the floods in the State of Madras?

The Minister of Irrigation and Power (Dr. K. L. Rao): Madras State has no serious flood problem. Existing flood control works in the State consist of flood banks, anicuts, regulators, etc. which are being maintained by the State Irrigation Department. No flood control scheme has so far been sponsored by the State Government for the consideration of the Central Flood Control Board or the Central Government.

स्थायी आदेशों का हिन्दी अनुवाद

2475. **श्री हुकम चन्द कछवाय** : क्या **वित्त** मन्त्री यह बताने की कृपा करेंगे कि :

(क) 1 जनवरी, 1964 के बाद उनके मन्त्रालय द्वारा कितने स्थायी आदेश जारी किये गये हैं ;

(ख) इनमें से कितने आदेशों का हिन्दी अनुवाद भी साथ भेजा गया ; और

(ग) शेष का हिन्दी अनुवाद साथ साथ न भेजने के क्या कारण हैं ?

वित्त मंत्री (श्री ति० त० कृष्णमाचारी) (क) से (ग). सूचना इकट्ठी की जा रही है और, जितनी जल्दी हो सकेगा, उसे सभा की मेज पर रख दिया जायगा ।

Tinned Foodstuffs

2476. **Shrimati Savitri Nigam:**
Shri P. C. Borooah:
Shri Vishwa Nath Pandey:
Shri Bishwanath Roy:

Will the Minister of **Health** be pleased to state whether **any cases** were detected in Delhi during the year 1964-65 in which tinned foodstuff was found to be adulterated?

The Minister of Health (Dr. Sushila Nayar): No.

विकास खण्ड

2477. **श्री म० ला० द्विवेदी :**
श्री रा० स० तिवारी :
श्री स० चं० सामन्त :

क्या **योजना** मन्त्री यह बताने की कृपा करेंगे कि :

(क) क्या योजना आयोग ने सामुदायिक विकास मन्त्रालय के अधीन विकास खण्डों तथा सम्बद्ध कार्यालयों पर हुए व्यय की तुलना में हुए विकास की छानबीन के सम्बन्ध में कोई अध्ययन किया है या करने का विचार है ;

(ख) क्या यह सुनिश्चित करने के लिए कोई सुझाव अथवा प्रणाली विचाराधीन है कि कृषि उत्पादन बढ़ाने तथा ग्रामीण जनता का जीवन स्तर ऊंचा उठाने के लिए विकास खंडों के अधिकारियों और कर्मचारियों की सेवाओं का प्रभावी उपयोग किया जाये ;

(ग) एक ओर विकास खण्ड अधिकारियों तथा दूसरी ओर राजस्व अधिकारियों के बीच वर्तमान असहयोग को दूर करने के लिये भारत सरकार का क्या कार्यवाही करने का विचार है ; और

(घ) क्या विकास खण्डों पर होने वाले व्यय तथा विकास कार्यों के लिए उनकी क्षमता की दृष्टि से कई अन्य योजना सरकार के विचाराधीन हैं ताकि कृषि उत्पादन में मूल वृद्धि हो सके तथा विभागीय संस्थापनों व रख-रखाव पर व्यय का अधिक अच्छा उपयोग हो ?

योजना मंत्री (श्री ब० रा० भगत): (क) कार्यक्रम मूल्यांकन संगठन ने अपनी पहली तीन रिपोर्टों (1954, 1955 और 1956) में खण्डों के बजटों से किये गये काम का विश्लेषण किया और कार्यान्वित विकास कार्यक्रम किस प्रकार के थे तथा उनका विशिष्ट खण्ड क्षेत्रों पर क्या प्रभाव पड़ा इसकी भी कुछ जानकारी दी । "सामुदायिक विकास के तीन वर्ष—1956" रिपोर्ट में अध्ययन के लिए चुने हुए खण्डों के क्षेत्रों में खण्ड बजट और विभिन्न विभागीय आवंटनों इत्यादि विभिन्न साधनोंसे जो खर्चा किया गया उसका पूरा चित्र प्रस्तुत करने का प्रयत्न किया गया ।

1964–65 के दौरान, कार्यक्रम मूल्यांकन संगठन ने खण्ड चरण—2 के बाद के सामुदायिक विकास का मूल्यांकन किया । सामुदायिक विकास के 12 वर्षों में जो भौतिक और अन्य विकास हुआ, उनका इस अध्ययन

की स्कीमों में व्यवस्था है । इस अध्ययन के क्षेत्रीय कार्य का सूत्रपात किया जा चुका है । इसके प्रतिफल प्राप्त होने में अभी कुछ समय लगेगा ।

(ख) अन्तः विभागीय और कृषि उत्पादन के लिए संस्थागत समन्वय विचारक दल की रिपोर्ट की सिफारिशों के अनुसार राज्य सरकारों से निवेदन किया गया है कि वे खण्ड विकास अधिकारियों तथा ग्राम सेवकों को उन कार्यों से मुक्त कर दें जिनका कृषि उत्पादन से सम्बन्ध नहीं है ; ताकि वे अपना सारा समय और ध्यान केवल कृषि उत्पादन तथा सम्बन्धित कार्यक्रमों पर लगा सकें ।

(ग) इसका सम्बन्ध राज्य सरकार से है ।

(घ) उत्पादन प्रयत्नों के अनुरूप, चालू योजना अवधि में कुछ चुने हुए क्षेत्रों में कृषि के सघन विकास कार्यक्रम चालू किये गये । तीसरी पंचवर्षीय योजना अवधि के आरम्भ से ही सघन कृषि जिला कार्यक्रम (पैकेज कार्यक्रम) 15 चुने हुए जिलों (प्रत्येक राज्य में एक) में चल रहा है । इस कार्यक्रम के कार्यान्वयन में जो अनुभव प्राप्त हुआ उसके अनुसार 148 जिलों के 1200 खण्डों में सघन कृषि कार्यक्रम चालू किया गया है । इन कार्यक्रमों पर लगभग एक वर्ष यानी 1964–65 की खरीफ की ऋतु से काम हो रहा है ।

हालांकि सामुदायिक विकास कार्यक्रम के अन्तर्गत सारे देश भर में समान स्तर पर मानव तथा सामग्री के रूप में अधिकतम साधन उपलब्ध करने का प्रयत्न किया गया है, परन्तु सघन कृषि विकास कार्यक्रमों का उद्देश्य यह है कि चुने हुए क्षेत्रों में अधिकतम कृषि उत्पादन के लिए उत्पादन क्षमता को बढ़ाया जा सके इस कार्य के लिए जिला तथा खण्ड स्तरों पर कर्मचारियों में वृद्धि की गई है । गांव संस्थायें विशेषकर सहकारी समितियों में सुधार किया जा रहा है, क्षमता बढ़ाई जा रही है और प्रशासनिक तन्त्र को गतिशील किया जा रहा है ।

Techno-Economic Survey of Goa

2478. Shri Bibhuti Mishra: Will the Minister of **Finance** be pleased to state:

(a) whether it is a fact that the National Council of Applied Economic Research which had conducted a techno-economic survey of Goa has submitted its report; and

(b) if so, the broad features thereof.

The Minister of Finance (Shri T. T. Krishnamachari): (a) Yes, Sir.

(b) A statement containing the broad features of the report is placed on the table of the House. [*Pleased in Library, see* No. LT-4243/65].

Koyna Hydel Project

2479. Shri Kolla Venkaiah: Will the Minister of **Irrigation and Power** be pleased to state:

(a) whether the World Bank has come forward to finance stage III of the Koyna Hydel Project;

(b) if so, the generating capacity of the project and its estimated cost; and

(c) the quantity of Krishna water that has to be diverted for stage III of the Project to the Arabian Sea?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) The Government of India have approached the world Bank for financing the foreign exchange component of the third stage of Koyna Hydel Project.

(b) The generating capacity of the project is 320 MW and its estimated cost is Rs. 31·88 crores.

(c) The project does not involve any further diversion of Krishna waters to the Arabian Sea. The tail waters of stages I and II are proposed to be utilised in stage III.

Dhanbad Power House

2480. Shri P. R. Chakraverti: Will the Minister of **Irrigation and Power** be pleased to state:

(a) whether the Union Government have received representation from the Bihar State Electricity Board for sanction to set up a power house in Dhanbad, with the production capacity of 500,000 KW of electricity;

(b) if so, whether Government have approved of the scheme; and

(c) the estimated cost in setting up the Power House?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) Yes.

(b) The proposal is under examination.

(c) According to the Project Report submitted by the Bihar State Electricity Board, the scheme is estimated to cost Rs. 56.16 crores.

Revenue from Central Excise

2481. Shri Vishwa Nath Pandey: Will the Minister of **Finance** be pleased to state the amount of revenue received from Central Excise from the State of Uttar Pradesh during the year 1964-65?

The Minister of Finance (Shri T. T. Krishnamachari): The information required is given below:

	Revenue Realised (Rs. 000) 1964-65 (upto February 1965)
Cross	52,98,77
Refund	29,83
Net	52,68,94

Medical Colleges in Orissa

2482. { Shri Ramachandra Ulaka: Shri Dhuleshwar Meena: Shri Rama Chandra Mallick:

Will the Minister of **Health** be pleased to state:

(a) the total amount actually sanctioned to the medical colleges in Orissa during 1964-65; and

(b) the amount proposed to be given to such colleges in Orissa during 1965-66?

The Minister of Health (Dr. Sushila Nayar): (a) A lump sum grant of Rs. 51.57 lakhs has been sanctioned to the Government of Orissa during 1964-65 for all Centrally Aided schemes including the scheme for establishment and expansion of medical colleges but excluding an assistance of Rs. 46.19 lakhs, in kind, in the shape of material and equipment. An additional amount of Rs. 8.50 lakhs has also been sanctioned separately to the State Government for "Undergraduate Medical Education" under the Emergency Expansion Scheme which is a Centrally Sponsored Scheme.

(b) Allocations of Central assistance to States for 1965-66 are yet to be finalised in consultation with the Planning Commission/Ministry of Finance.

Development of Orissa State

2483. { Shri Ramachandra Ulaka: Shri Dhuleshwar Meena:

Will the Minister of **Planning** be pleased to state:

(a) the amount actually allotted to and spent by the Orissa Government for the development of the State during 1964-65; and

(b) the amount proposed to be allotted to the State for the purpose during 1965-66?

The Minister of Planning (Shri B. R. Bhagat): (a) Against the approved

Annual Plan outlay of Rs. 60.09 crores, the Government of Orissa have reported anticipated outlay of Rs. 63.81 crores (including Rs. 6.70 crores for Paradeep Port).

(b) In 1965-66 approved Annual Plan outlay is Rs. 50.74 crores (excluding an outlay of Rs. 5 crores for Paradeep Port).

Backward Areas

2484. **Shri Dhuleshwar Meena:**
Shri Ramachandra Ulaka:

Will the Minister of **Planning** be pleased to state:

(a) the amount allotted to various States, in particular to Orissa, for the development of backward areas during the Third Five Year Plan, so far; and

(b) the manner in which the amount was utilised by the respective States during the same period?

The Minister of Planning (Shri B. R. Bhagat): (a) and (b). Information is being obtained from the State Governments and will be laid on the Table of the House as soon as received.

Death due to Hydrophobia

2485. **Shri Vishwa Nath Pandey:**
Shrimati Maimoona Sultan:
Shri Rameshwar Tantia:

Will the Minister of **Health** be pleased to state:

(a) whether it is a fact that a French diplomat residing in Friends Colony has requested the Union Government to investigate the circumstances leading to the death from hydrophobia of the Italian Governess of his children in a Delhi Hospital in the month of February, 1965; and

(b) if so, reaction of Government thereto?

The Minister of Health (Dr. Sushila Nayar): (a) Yes.

(b) An enquiry conducted in the matter revealed that although first-aid treatment and the full course of anti-rabic injections was given and there was no defect in the vaccine, yet the treatment failed in this case. Such failure of treatment is not unknown. The ultimate result would depend upon, among other factors, the chances which the rabies virus has, to anchor itself on nerve endings exposed in the wound.

Local authorities have also been addressed to take effective steps for the control of rabies in the capital.

होमियोपैथिक अस्पताल

2486. **श्री यशपाल सिंह :**
श्री कपूर सिंह :
श्री मोहन नायक :

क्या **स्वास्थ्य** मंत्री यह बताने की कृपा करेंगी कि :

(क) क्या यह सच है कि केन्द्रीय सरकार ने प्रत्येक राज्य सरकार को कहा है कि वे कम से कम एक सौ होम्योपैथिक अस्पताल खोलें;

(ख) यदि हां, तो उस के क्या कारण हैं; और

(ग) इस सम्बन्ध में केन्द्रीय सरकार क्या सहायता देगी ?

स्वास्थ्य मंत्री (डा० सुशीला नायर): (क) और (ख). होम्योपैथिक सलाहकार समिति की सिफारिशों के आधार पर स्वास्थ्य मंत्रालय द्वारा नियुक्त ग्राम होम्योपैथिक चिकित्सा सहायता समिति ने अपनी रिपोर्ट में अन्य बातों के साथ साथ प्रत्येक राज्य के ग्राम क्षेत्रों में 100 होम्योपैथिक डिस्पैंसरियां खोलने का सुझाव दिया है । इस समिति की रिपोर्ट राज्य सरकारों के ध्यान में लाई गई है ।

(ग) डिस्पैंसरियां खोलने तथा / अथवा उन को चलाते रहने का उत्तरदायित्व राज्य सरकारों पर होने के कारण इस कार्य के लिये वित्तीय सहायता देने का भारत सरकार के पास कोई प्रस्ताव नहीं है ।

Delhi Master Plan

2487. Shri Shiv Charan Gupta: Will the Minister of **Health** be pleased to state:

(a) whether any cases have come to the notice of Government regarding violation or relaxation of various provisions of the Master Plan for Delhi, *viz.*, land-use, building regulations, etc., by the Government of India, Delhi Administration, Corporation, New Delhi Municipal Committee and the public;

(b) if so, what are these in respect of each of the authorities mentioned in part (a) above; and

(c) the steps Government have taken or proposed to take in this direction?

The Minister of Health (Dr. Sushila Nayar): (a) Yes.

(b) and (c). A statement is attached. [*Placed in Library, see* No. LT-4244/65).

Land Acquisition and Development

2488. Shri Shiv Charan Gupta: Will the Minister of **Works and Housing** be pleased to state:

(a) the provision made in the Third Five Year Plan for land acquisition and development throughout the country;

(b) the amount utilised during 1961-62; 1962-63 and 1963-64 and the provision for 1964-65; and

(c) the money advanced to each State and Union Territory upto 1963-64 and the extent to which the same has been utilised?

The Minister of Works and Housing (Shri Mehr Chand Khanna): (a) Rs. 26 crores—Rs. 9.5 crores from Plan funds and Rs. 16.5 crores from the L.I.C. funds.

(b) The amount advanced to the State Governments and the Union Territory of Delhi during 1961-62, 1962-63 and 1963-64 is Rs. 437.03 lakhs, Rs. 687.20 lakhs and Rs. 505.46 lakhs respectively. As regards 1964-65, the amount provided by State Governments, except Assam, is Rs. 368·00 lakhs. The Government of Assam have not yet intimated the amount provided by them for this Scheme during 1964-65.

(c) A statement is laid on the Table of the House. [*Placed in Library, see* No. LT-4245/65].

Rehabilitation of Oustees from Project Areas

2489. **Shri Yashpal Singh:**
Shri Yudhvir Singh:
Shri Kapur Singh:

Will the Minister of **Irrigation and Power** be pleased to refer to the reply given to Unstarred Question No. 20 on the 18th February, 1965 regarding rehabilitation of oustees from project areas and state the approximate time by which the matter will be finalised?

The Minister of Irrigation and Power (Dr. K. L. Rao): The next meeting of the Committee of Direction is proposed to be held towards the end of April 1965. At this meeting the colonisation policy for the Rajasthan Canal area will be discussed and every effort will be made to arrive at decisions on as many points as possible It is, however, not possible to indicate, at this stage, the approximate time by which the matter will be finalised.

Capital Goods Requirements

2490. { **Shri Vishwa Nath Pandey:** / **Shri Kanakasabai:**

Will the Minister of **Planning** be pleased to state:

(a) whether it is a fact the Planning Commission has set up a technical Committee to make a quick asessment of the capacity of major engineering units in the public and private sectors to produce and supply machinery and equipment to meet the Fourth Plan capital goods requirements; and

(b) if so, the names of the members of the Committee and its terms of reference?

The Minister of Planning (Shri B. R. Bhagat): (a) Yes.

(b) A copy of the Government Resolution constituting the Committee is laid on the Table of the House. [*Placed in Library. See* No. LT-4246/65].

Backward Areas

2491. **Shri Shree Narayan Das:** Will the Minister of **Planning** be pleased to state:

(a) whether the various State Governments have been able to identify backward areas in their respective areas according to the indicators of regiona' development selected and supplied to the States; and

(b) if so, whether a statement giving Statewise facts and figures will be laid on the Table?

The Minister of Planning (Shri B. R. Bhagat): (a) and (b). In Planing Commission's letter of January 5, 1965. State Governments were requested to arrange the districts in a descending order on the basis of information for selected indicators of development. Replies have been received from the State Governments but many of these are incomplete.

Marriage Houses in Delhi

2492. { **Shri Yashpal Singh:** / **Shri Kapur Singh:** / **Shrimati Savitri Nigam:**

Will the Minister of **Health** be pleased to state:

(a) whether it is a fact that Marriage Houses are proposed to be constructed in Delhi by the N.D.M.C.;

(b) if so, whether Central Government has been requested for financial help for the purpose; and

(c) the number of such houses to be constructed?

The Minister of Health (Dr. Sushila Nayar): (a) Yes.

(b) No.

(c) The proposal is still in an initial stage and no concrete plans have been formulated.

दिल्ली में चेचक

2493. { **श्री यद्धबीर सिंह :** / **श्री जगदेव सिंह सिद्धान्ती:** / **श्री हुकम चन्द कछवाय :** / **श्री बड़े :** / **श्री दलजीत सिंह** / **श्री चुनी लाल :**

क्या स्वास्थ्य मंत्री यह बताने की कृपा करेंगी कि :

(क) क्या यह सच है कि गत दो महीनों से दिल्ली तथा निकटवर्ती क्षेत्रों में चेचक का प्रकोप बहुत बढ़ गया है; और

(ख) यदि हां, तो इस सम्बन्ध में क्या कार्यवाही की जा रही है ?

स्वास्थ्य मंत्री (डा० सुशीला नायर) : (क) जी नहीं । फरवरी और मार्च, 1965 के पिछले दो महीनों में दिल्ली संघ क्षेत्र में चेचक के प्रकोप में कोई विशेष वृद्धि नहीं हुई है । पंजाब राज्य के गुड़गांव और

रोहतक के संलग्न जिलों से इन महीनों में चेचक की किसी घटना की सूचना नहीं मिली है। उत्तर प्रदेश राज्य के मेरठ और बुलन्दशहर के संलग्न जिलों में स्थिति इस प्रकार थी :

	रोगी	मृत्यु
फरवरी, 1965	43	11
मार्च, 1965	1	कोई नहीं

(ख) बिना टीका लगे सभी व्यक्तियों को टीका लगाने के लिए राष्ट्रीय चेचक उन्मूलन कार्यक्रम के अधीन कदम उठाये जा रहे हैं।

New Drug 'Negram'

2494. Shri Shree Narayan Das: Will the Minister of **Health** be pleased to state:

(a) whether the new drug 'Negram' is being used in the country;

(b) if so, the extent of its use;

(c) whether reports have been received regarding various kinds of injurious side-effects produced by such use; and

(d) whether it is a fact that Ministry of Health in U.K. has issued warning not to use this medicine?

The Minister of Health (Dr. Sushila Nayar): (a) No. The drug 'Negram' is not marketed in this country.

(b) and (c). Do not arise.

(d) Government have no information whether Health Ministry in the U.K. has issued any warning against the use of this drug.

Cholera in Alleppey District

2495. Shri Vasudevan Nair
Shri Warior:
Shri Koya:

Will the Minister of **Health** be pleased to state:

(a) the number of deaths in 1965 so far reported due to Cholera in Alleppey district of Kerala State;

(b) whether this epidemic has spread to any other area in the State; and

(c) the steps taken to prevent the further spreading of Cholera in the State?

The Minister of Health (Dr. Sushila Nayar): (a) 161.

(b) The epidemic had also spread to Trivandrum, Quilon, Ernakulam and Kottayam Districts.

(c) Preventive measures were taken by the State Government to prevent the spread of cholera in the State. More than 8 lakhs people in the affected areas were inoculated. Alleppey which is the badly affected area has been declared as Cholera affected area. Additional staff has been posted for the control work. Water sources in the affected areas have been disinfected to the extent possible. The epidemic has been brought under control.

Malaysian Finance Ministers's Visit to India

2496. Shri P. C. Borooah: Will the Minister of **Finance** be pleased to state:

(a) whether the Malaysian Finance Minister recently visited India:

(b) if so, whether prospects of increasing economic collaboration with Malaysia were discussed with him; and

(c) if so, with what result?

The Minister of Finance (Shri T. T. Krishnamachari): (a) Yes, Sir.

(b) and (c). There were discussions on matters of general interest but not related to any particular proposals.

ग्रामीण अग्रिम केन्द्र

2497. **श्री सिद्धेश्वर प्रसाद** : क्या **वित्त** मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि ग्रामीण क्षेत्रों में वित्तीय सुविधाएं प्रदान करने के लिए भारत के रिजर्व बैंक ने ग्रामीण अग्रिम केन्द्र खोले हैं;

(ख) यदि हां, तो इन केन्द्रों के माध्यम से इन क्षेत्रों में कृषि के विकास के लिये क्या-क्या विशेष सुविधायें दी जा रही हैं;

(ग) तृतीय योजना के अन्त तक इन केन्द्रों की संख्या में किस प्रकार वृद्धि करने का विचार है ?

वित्त मंत्री (श्री ति० त० कृष्णमाचारी): (क) जी नहीं । लेकिन भारतीय रिजर्व बैंक एक प्रस्ताव पर विचार कर रहा है कि बैंक तथा इस की सहायक संस्थाओं द्वारा कुछ ग्रामीण मार्गदर्शी (पाइलट) केन्द्र खोले जाने चाहियें ।

(ख) यह सुझाव दिया गया है कि (क) जिन व्यक्तियों को अभी तक बैंक सुविधाओं के इस्तेमाल की आदत नहीं है, उन्हें बैंकों में रुपया जमा कर के खाते खुलवाने और उन्हें चालू रखने के लिये ऐसी सुविधायें या सहायता दी जानी चाहिये जो आवश्यक हो, (ख) उत्पादन, भूमि-सुधार या विकास अ योजनाओं के लिये धन की व्यवस्था करने के लिये किसानों को सामूहिक रूप से ऋण दिये जाने चाहियें; (ग) गोदामों के निर्माण और ग्रामोद्योगों के विकास को प्रोत्साहन दिया जाना चाहिए और (घ) ऋण तथा अग्रिम देते समय उन क्षेत्रों की आवश्यकताओं को खास तौर पर ध्यान में रखा जाना चाहिए जिन में मार्गदर्शी (पाइलट) केन्द्र काम कर रहे हों ।

(ग) चूंकि प्रस्ताव पर अभी विचार हो रहा है, इसलिए यह सवाल ही पैदा नहीं होता ।

Medical Education and Training in Assam

2498. **Shrimati Jyotsna Chanda**: Will the Minister of **Health** be pleased to state:

(a) the amount granted to the Government of Assam for centrally sponsored schemes under the head 'Medical Education and Training' during 1964-65; and

(b) the manner in which the amount was utilised by the State during the same period?

The Minister of Health (Dr. Sushila Nayar): (a) A grant of Rs. 3.17 lakhs has provisionally been sanctioned to the Government of Assam for Centrally Sponsored Schemes under the head 'Medical Education and Training' during 1964-65 subject to final adjustment during 1965-66 on the basis of actual expenditure to be reported by State Government.

(b) The amount was spent by the Government of Assam for the Schemes—'post-graduate Medical Education', and 'Increase in number of admissions in Medical Colleges due to Emergency'.

Jhugis in New Delhi

2499. **Shri D. C. Sharma**: Will the Minister of **Works and Housing** be pleased to state:

(a) whether some 1,400 families have been moved from Motipahari on Pusa Road, New Delhi where they were residing in Jhugis to Naraina, where plots have been allotted to 400 families; and

(b) if so, the circumstances leading to the same and the steps taken or proposed to be taken in the matter?

The Minister of Works and Housing (Shri Mehr Chand Khanna): (a) and (b). 1755 families were removed from Moti Pahari on the 5th, 6th, 7th and 8th March, 1965. They were all offered alternative accommodation under the Jhuggis and Jhopris Removal Scheme at Naraina (1,345),

Najafgarh Road (325) and Wazirpur (85). The land at Moti Pahari belongs to the Delhi Development Authority and is required for the setting up of a District Centre, a Community Centre and Schools etc.

Utilisation of Rural Man Power

2501. **Shrimati Renuka Barkataki:**
Shri Ravindra Varma:

Will the Minister of **Planning** be pleased to state:

(a) whether it is a fact that a comprehensive programme for the utilisation of rural manpower during the Fourth Five Year Plan has been drawn up; and

(b) if so, what are the main features of the programme?

The Minister of Planning (Shri B. R. Bhagat): (a) Yes.

(b). It is envisaged that under the rural manpower programme, by the third year of the Fourth Plan, work should be found for about 2.5 million persons for about 100 days a year, rising to 5 million persons by the end of the Plan period. The Programme is proposed to be undertaken in areas with chronic unemployment and under-employment. Details of the programme are under study in the light of discussions at an inter-State conference on Rural Manpower held from April 14 to 16, 1965.

Palai Central Bank

2502 **Shri Vasudevan Nair:**
Shri Warior:

Will the Minister of **Finance** be pleased to state:

(a) whether the liquidation proceedings of the Palai Central Bank have been completed;

(b) whether the Directors have been asked to pay the damages; and

(c) if so, the details of the order by the Kerala High Court?

The Minister of Finance (Shri T. T. Krishnamachari): (a) No. The liquidation proceedings are still in progress.

(b) and (c). The Official Liquidator of the bank filed a misfeasance application in the Kerala High Court in April 1963 against the directors, auditors and other officers, claiming an aggregate sum of Rs. 2.89 crores. The Kerala High Court has granted to the official liquidator a decree for a sum of Rs. 16.52 lakhs, in respect of the claim on account of the losses caused to the bank by the payment of taxes when no profits were being earned. The amount of the decree is to be recovered jointly or severally from seven persons, including the auditor of the bank. The hearing of the bank's case as regards the claims under other heads has been completed, but the court's judgment has been reserved.

Rajouri Gardens, New Delhi

2503. **Shri D. C. Sharma:**
Shri Yudhvir Singh:
Shri Onkar Lal Berwa:
Shri Jagdev Singh Siddhanti:
Shri Sarjoo Pandey:

Will the Minister of **Health** be pleased to state:

(a) whether a new commercial-cum-residential plan has been drawn up for Rajouri Gardens, New Delhi; and

(b) if so, the salient features thereof?

The Minister of Health (Dr. Sushila Nayar): (a) and (b). The zonal development plan for Rajouri Garden area has not yet been finalised. The draft Zonal Plan published by the Delhi Development Authority to invite public objections and suggestions provides for a new Community Centre of about 9.5 acres at the junction of two 80′ wide roads in between the Rajouri Garden and Subhash Nagar colonies.

दूध में चिकनाहट

2504. **श्री बसवन्त** : क्या **स्वास्थ्य** मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि भैंस के दूध में चिकनाहट की मात्रा का प्रतिशत भिन्न भिन्न राज्यों में भिन्न है और यदि हां, तो उस का विवरण क्या है; और

(ख) क्या यह भिन्नता भौगोलिक स्थितियों के कारण है ?

स्वास्थ्य मंत्री (डा० सुशीला नायर) : (क) और (ख). भैंस के दूध में चिकनाहट का प्रतिशत सभी राज्यों में एक जैसा नहीं है । दूध में चिकनाहट की मात्रा भैंसों की किस्म पर निर्भर करती है तथा उस पर भौगोलिक अवस्थाओं जैसे चरागाह, भू-प्रदेश अथवा जल की उपलब्धता और अन्य ऐसी अवस्थाओं जैसे विभिन्न राज्यों में पशुपालकों द्वारा भैंसों को खिलाने पिलाने की अपनायी गयी विधि का प्रभाव पड़ता है ।

Palai Central Bank

2505. **Shri Warior:** Will the Minister of **Finance** be pleased to refer to the reply given to Unstarred Question No. 1174 on the 24th September, 1964 and state:

(a) whether the Income-tax liability of the Palai Central Bank (in liquidation) for the period from 1959 to 1963 has since been determined;

(b) the total collection made so far; and

(c) when the final payment of dividend to the depositors is likely to be made?

The Minister of Finance (Shri T. T. Krishnamachari): (a) Yes, Sir.

(b) The collection made so far amounts to Rs. 6,86,367 against the net demand of Rs. 8.85,167 for the assessment years 1960-61 to 1964-65.

(c) It is not possible at this stage to indicate when the final dividend is likely to be paid. Efforts are, however, being made to expedite the recovery of advances or of the other amounts due to the bank, so that the liquidation proceedings may be completed as quickly as possible.

House Rent

2506. **Shri Niranjan Lal:** Will the Minister of **Works and Housing** be pleased to state:

(a) whether employees who own a share of a house in Delhi/New Delhi as a member of a Hindu undivided family, the partition of the house by metes and bounds being not feasible to make it fit for an independent and dignified residence, are eligible for the allotment of Government accommodation on the payment of rent under F.R. 45-A;

(b) if so, whether it is a fact that in a number of such cases, rent higher than the one prescribed in F.R. 45-A is being charged for the last several months in spite of the repeated appeals from the affected personnel; and

(c) if the reply to part (b) above be in the affirmative, the reasons for charging exorbitant rent for Government accommodation in such cases?

The Minister of Works and Housing (Shri Mehr Chand Khanna): (a) Government accommodation can be allotted to or retained by officers who have an interest in a house belonging to a Hindu Undivided Family at the rent prescribed under F.R. 45-A, provided the Director of Estates is satisfied that the partition of the house by metes and bounds is not feasible to make it fit for an independent residence.

(b) No, Sir. Rent is being recovered under F.R. 45-A in all cases where the Director of Estates is satisfied regarding non-divisibility of the house.

(c) Does not arise.

Agricultural Refinance Corporation

2507. Shri Maniyangadan: Will the Minister of **Finance** be pleased to refer to the reply given to Starred Question No. 798 on the 8th April, 1965 and state:

(a) whether a scheme for financing new rubber plantation from the Agricultural Refinance Corporation was submitted by the Rubber Board;

(b) whether there was any discussion on the matter between the representatives of the Rubber Board and the Reserve Bank of India; and

(c) if so, the decision taken in the matter?

The Minister of Finance (Shri T. T. Krishnamachari): (a) and (b). A scheme was formulated by the Rubber Board in September 1964 and was submitted to the Agricultural Refinance Corporation. The question of financing the plantation or replantation of rubber has also been independently under consideration and the Corporation has examined this proposal in consultation with the Rubber Board.

(c) The Rubber Board has indicated that facilities for the technical scrutiny and appraisal of various schemes will be provided by it free of cost. Applications received from individual borrowers will now be considered on their merits.

12.03 hrs.

CALLING ATTENTION TO MATTER OF URGENT PUBLIC IMPORTANCE

FIRING BY PAKISTANI FORCES ON INDIAN POLICE POST EAST OF KANJARKOT

Shri Narendra Singh Mahida (Anand): I call the attention of the Minister of Defence to the following matter of urgent public importance, and I request that he may make a statement thereon:

The reported firing by Pakistani forces on an Indian Police post about 50 miles East of Kanjarkot on the 20th April, 1965.

The Minister of Defence (Shri Y. B. Chavan): Mr. Speaker, Sir. Since the Army has taken over the Sind-Kutch border it has been patrolling vigorously and in strength upto our border. These patrols have been doing useful work and wherever they have met opposition they have taken effective action. For reasons that Members will fully understand, we have not been publicising where and how these patrols have been working.

On the night of 19th and 20th April, 1965 one of these patrols clashed with a large Pakistani Force on the Pakistani border.

Recently Pakistani tactics have been to shell from their own side of the borders on posts held on our side of the border. This shelling was to be expected and they have not made any difference to the location of the posts we are holding or the arrangements we have in mind. Shelling is not confined to the Pakistani side only—I can assure Members that we also use our guns to a very good effect.

Shri Narendra Singh Mahida: During the regime of the former State of Kutch, the boundary between the then Kutch State and Sind were very clearly marked. There were customs roads and small boundary marks on those territories. Kanjarkot is positively in the Indian territory and it is now occupied by Pakistani forces. What prevents our Government to vacate this Pakistani invasion on our own territory....

Mr. Speaker: That answer has been given. It need not be repeated.

Shri Narendra Singh Mahida: Then, may I ask the Defence Minister what is the total area of the Rann of Kutch claimed by Pakistan so far?

An hon. Member: No, no.

Mr. Speaker: Why should that be asked?

Shri P. Venkatasubbaiah (Adoni): While congratulating the Defence Minister for the bold statement he has made to repel the Pakistani aggression, may I know from the hon. Defence Minister whether he will see that the entire border area is entrusted to the military rather than to the police force as we are just now hearing the news that on the Rajasthan border there is intensive military action by Pakistan and, if so, what action the Defence Minister is going to take in that direction to constitute a border military force as early as possible?

Shri Y. B. Chavan: As far as the Kutch border is concerned, the operational command is with the Army.

May I make a request to you and through you to the Members of this House that as we are dealing with the situation from day to day and from hour to hour, it will not be in the interest of our own security that I should be asked about matters of detail and matters of fact?

Mr. Speaker: I think that that would be better. Members should also realise it. It should be the responsibility of the Members also. They should also be as mindful of the interests of the country as anybody else.

Shri N. Dandeker (Gonda): If that will help, may I support the request of the Defence Minister?

Mr. Speaker: The hon. Member should face the Members on his side and say this.

Shri Raghunath Singh (Varanasi): We would request the Opposition also not to ask any questions on this.

Shri Narendra Singh Mahida: If the leader of the House forwards this suggestion or requests us, we sholl not ask any questions.

Shrimati Renu Chakravartty (Barrackpore): What is this? Details are not being asked at all.

Mr. Speaker: But in the question that had been put, details had been asked.

श्री हुकम चन्द कछवाय (देवास) : अगर हमें यह विश्वास हो कि पिछले दिनों जो आक्रमण हुआ है उस के बाद गवर्नमेंट ने कोई कार्यवाही की है तो बात दूसरी है । हमें केवल आश्वासन दिया गया है लेकिन उस पर अमल नहीं किया गया । आये दिन वह हम पर आक्रमण कर रहा है, तब हम कैसे इस बात पर विश्वास कर लें सरकार का और कोई सवाल न पूछें ।

अध्यक्ष महोदय : अच्छा, विश्वास नहीं करते तो मत कीजिये ।

श्री हुकम चन्द कछवाय : मैं प्रधान मंत्री से बहुत नम्रतापूर्वक निवेदन करना चाहता हूं कि उन्होंने पिछली बार यह विश्वास दिलाया था सदन के अन्दर कि जब तक कंजरकोट का इलाका पाकिस्तान खाली नहीं करता तब तक हम बात नहीं करेंगे । हम ने बातचीत करने की कोशिश की लेकिन उस के बावजूद भी उस ने हम पर आक्रमण किया । तो क्या सरकार उन से बात करने के लिये तैयार है जब तक वह आक्रमण को खत्म नहीं करता । हमारी सीमा जितनी है उस पर आज खतरा आ गया है ।

Shri Raghunath Singh: That is not relevant at all.

अध्यक्ष महोदय : बहुत दफे दरख्वास्त की गई है कि हर एक सप्लिमेन्टरी में यह खयाल रक्खा जाये कि हमारा कोई इंटरेस्ट उस से सर्व होता है या नहीं । इस बात के लिये हम सब को खयाल रखना चाहिये ।

The Members in the Opposition as also the Members on the Government Benches should be equally interested. अगर हम किसी वक्त गवर्नमेंट की गलती भी समझें, तो भी कंट्री का इंटरेस्ट गवर्नमेंट से ज्यादा ऊंचा है । उस का खयाल तो जरूर

[अध्यक्ष महोदय]

ही होना चाहिये। चूंकि कोई मैम्बर गवर्नमेंट में कोई कमी समझता है इसलिये सोचे कि सवाल जरूर कर दिये जायें तो इस से कट्रो का इंटरेस्ट सफर करता है। हम और किसी बात की परवाह करें या न करें लेकिन इस बात का खयाल हमें जरूर रखना चाहिये। यह मैं सब मेम्बरों से कहूंगा।

श्री हुकम चन्द कछवाय : आप ने जो कुछ कहा है मैं उस का बड़ा आदर करता हूं, लेकिन हम विरोधियों को जिस ढंग से विश्वास में लिया जाना चाहिये उस ढंग से नहीं लिया गया।

अध्यक्ष महोदय : अगर आप विरोधी हैं तो गवर्नमेंट के हैं, मुल्क के तो नहीं हैं।

श्री हुकम चन्द कछवाय : कल ही इस सदन में यह घटना हुई कि हमारे एक माननीय सदस्य को सात रोज के लिये सदन से निकाला गया।

अध्यक्ष महोदय : अब मैं यह आप पर छोड़ता हूं।

Shri Narendra Singh Mahida: May I suggest that Government should come out with a comprehensive statement on Kutch from time to time.

श्री हुकम चन्द कछवाय : मैं आप की मानने के लिये तैयार हूं।

श्री मधु विमये (मुंगेर) : अध्यक्ष महोदय, मेरा व्यवस्था का प्रश्न है : मुल्क के हित और सत्तारूढ़ दल के हित में आप ने फर्क किया। लेकिन सत्तारूढ़ दल के हाथ में इस वक्त मुल्क की बागडोर है और मुल्क के हित को वह चौपट कर रहे हैं। कंजरकोट का किला पाकिस्तान के हाथ में चला गया, उस को वापस लेने के लिये कोई बात नहीं हो रही है। इसलिये मैं आप से जानना चाहता हूं कि जो फर्क आप कर रहे हैं उस से सत्तारूढ़ दल के गलत कामों को बचाने का काम क्या नहीं हो जाता है। इस लिये जो भी सवाल पूछे जाते हैं उन का सीधा जवाब देने के लिये आप को गवर्नमेंट से कहना चाहिये।

अध्यक्ष महोदय : आप सवाल पूछिये। मुझे जो कहना था वह मैं ने कह दिया।

श्री हुकम चन्द कछवाय : मैं कहना चाहता था कि कल जब इस हाउस में सवाल पूछा गया सीमा पर जो आक्रमण हो रहा है उस के सम्बन्ध में तो एक माननीय सदस्य ने दूसरे माननीय सदस्य से कहा कि वह गैलरीज को सुनाना चाहते हैं। मेरा आप से यह निवेदन है कि हम जब सरकार से सवाल पूछते हैं तो आप से यह आशा करते हैं कि आप सरकार से जवाब दिलवायेंगे। लेकिन जब यहां से हमारे मेम्बरों को निकाला जाता है तो हम कैसे करें।

अध्यक्ष महोदय : अब आप सवाल करें। अब मेम्बर को निकालने का सवाल नहीं है यहां पर।

श्री हुकम चन्द कछवाय : मैं सरकार से यह जानना चाहता हूं कि इस समय उस इलाके में पाकिस्तान ने किस प्रकार की तैयारी की हुई है, उस ने कितने सैनिक जमा किए हुए हैं और कौन कौन से हथियार वहां ला कर रखे हैं और क्या हम उन को बिना बात चीत के लड़ाई का जवाब लड़ाई से दे कर वहां से हटा सकेंगे ?

अध्यक्ष महोदय : क्या मिनिस्टर साहब इस का जवाब देना चाहते हैं।

Shri Y. B. Chavan: No, Sir.

श्री हुकम चन्द कछवाय : आप ऐसा कह के तो मंत्री महोदय को मना करते हैं।

अध्यक्ष महोदय : मैं भी इस सवाल की इजाजत नहीं देता।

श्री यशपाल सिंह (कराना) : मुझे श्री चह्वाण के वक्तव्य पर भरोसा है, और मुझे विश्वास है कि वह देश की आन के लिए सब कुछ करेंगे। लेकिन क्या यह जरूरी नहीं है कि पाकिस्तान ने जिस तरह अपनी सड़कों का निर्माण कर लिया है और वह बड़ी आसानी से गोलाबारी कर सकता है, उसी तरह हम भी अपनी सड़कों का निर्माण करें। यह काम कब तक पूरा हो जायेगा ?

Shri Y. B. Chavan: The question of having communications is certainly actively taken up. Naturally they have got their firm land immediately after the Rann of Kutch ends. They have certainly some advantage about it. But as I said, we have also actively taken up this matter.

श्री बागड़ी (हिसार) : अध्यक्ष महोदय, सन् 1947 के बाद से देश की सरहदों पर, चाहे वे पाकिस्तान के नजदीक थीं या चीन के नजदीक थीं, विदेशियों ने समय समय पर कब्जा किया है और भारत ने ऐसे किसी इलाके में जवाबी कार्यवाई नहीं की है। इस का परिणाम यह हो रहा है कि हमारे देश का बहुत बड़ा हिस्सा चीन और पाकिस्तान के कब्जे में चला गया है। मैं सरकार से कहना चाहता हूं कि हमारी सरहद इतनी लम्बी चौड़ी है कि हम इस का बचाव फौजी दीवार खड़ी कर के नहीं कर सकते। उस के लिए हम को .....

अध्यक्ष महोदय : आप को जो कहना था वह तो कह चुके, अब सवाल पूछिये।

श्री बागड़ी : मैं सरकार से यह जानना चाहता हूं कि हमारी कितनी जमीन चीन और पाकिस्तान ने इस तरीके से बार बार हमले कर के अपने कब्जे में कर ली है, और क्या उस को छुड़ाने के लिये हमारी सरकार यह नीति अपनाएगी कि जिस तरीके से वे जहां हमारी कमजोरी देखते हैं उस इलाके पर हमला कर देते हैं, इसी तरीके से हम भी जहां उन की कमजोरी देखें उन के उस इलाके पर हमला कर दें और उसे अपने कब्जे में कर लें ?

अध्यक्ष महोदय : चीन के सवाल की तो मैं इजाजत नहीं देता। पाकिस्तान के पास बारडर में हमारा कितना इलाका है यह मिनिस्टर साहब बतला सकते हैं तो बतला दें।

Shri Y. B. Chavan: Actually, as the Home Minister and the Prime Minister have explained in their statements here, on this border they have two standing posts. If at all one can speak of occupation, I can only say that these two posts are under their occupation. But I cannot concede the position that they have occupied any large area as such. As I mentioned in my statement, even in those areas we are effectively patrolling our border. So it is not a question of merely conceding how many miles they occupied.

About the vacation of Kanjarkot, I think the Prime Minister has explained our attitude in this particular matter more than once on the floor of the House.

श्री बागड़ी : मेरे सवाल का जवाब नहीं आया। एक सवाल तो नीति का है। मैं ने कहा था कि हमारा बहुत बड़ा हिस्सा उन के कब्जे में है, और जिस तरीके से हमारी गफलत और कमजोरी के आधार पर वे हमारे मुल्क की सीमा पर कब्जा कर लेते हैं उसी तरीके से हम भी – क्योंकि हम सारी सीमा पर फौज खड़ी कर के अपनी सीमा को नहीं बचा सकते—जहां उन की कमजोरी देखें वहां उन की जमीन पर कब्जा कर लें क्योंकि जब हम ऐसा करेंगे तो वे हमारी जमीन वापस करेंगे।

अध्यक्ष महोदय : यह सजेशन है। यह उन का सोचना है, इस का जवाब क्या हो सकता है।

श्री विश्राम प्रसाद (लालगंज) : मैं यह जानना चाहता हूं कि कंजरकोट में

[श्री विश्राम प्रसाद]

कितनी भूमि पर पाकिस्तानियों ने कब्जा कर रखा है और कितनी चौकियां बना ली हैं, और भारत सरकार इसको बार्डर डिस्प्यूट कहती है, एग्रेशन कहती है या इनवेजन कहती है ?

अध्यक्ष महोदय : प्राइम मिनिस्टर साहब ने ये सब बातें कह दी हैं । इन के बारे में वे स्टेटमेंट दे चुके हैं ।

श्री रामसेवक यादव (बाराबंकी) : कंजरकोट के प्रश्न पर इसी सदन में प्रधान मंत्री जी ने जवाब देते हुए कहा था कि वे पाकिस्तान से इस सम्बन्ध में वार्ता अवश्य करेंगे, लेकिन उस वार्ता में यह शर्त होगी कि कंजरकोट को पाकिस्तान खाली कर दे । लेकिन पाकिस्तान के विदेश मंत्री श्री भुट्टो ने यह साफ साफ कह दिया है कि वह कंजरकोट खाली नहीं करेंगे । ऐसी स्थिति में मैं प्रधान मंत्री जी से जानना चाहता हूं कि वह क्या कार्यवाई करने जा रहे हैं ।

अध्यक्ष महोदय : क्या वह यह बतलायेंगे कि वह क्या कार्यवाई करने जा रहे हैं ? यह आप खुद ही सोच सकते हैं कि क्या वह बतलायेंगे कि वह क्या कार्यवाई करने जा रहे रहे हैं ?

श्री हुकम चन्द कछवाय : कुछ भी करने को तैयार हैं या नहीं ।

श्री रामसेवक यादव : क्या कार्यवाई करना चाहते हैं, यह मैं नहीं जानना चाहता । उनकी नीति क्या है, यह मैं जानना चाहता हूं ।

प्रधान मंत्री तथा अणु शक्ति मंत्री (श्री लाल बहादुर शास्त्री) : अभी कई जवाब आखिरी तौर पर पाकिस्तान से नहीं आया है, जब आज बगा तो हम निर्णय लेंगे ।

श्री रामसेवक यादव : अखबारों से पता चलता है कि हिन्दुस्तान में जो पाकिस्तान के हाई कमिश्नर है उन्होंने अपनी सरकार का जवाब बता दिया है । क्या उसके अलावा भी कोई उत्तर आने को है ?

अध्यक्ष महोदय : उन्हों ने कहा कि हम इन्तिजार कर रहे हैं ।

श्री बागड़ी : मेरा व्यवस्था का सवाल है ।

इस कंजर कोट की समस्या को हम खुद उलझा रहे हैं ।

Shri Raghunath Singh: Under what rule?

श्री बागड़ी : अन्दर कुछ है और बाहर कुछ है, एक क्षण में कुछ है, दूसरे क्षण में कुछ है । मैं प्रधान मंत्री से आप की मार्फत निवेदन करूंगा कि वह स्थिति के बारे में एक स्पष्ट व्यान दें । उसके बारे में जो बार बार झिक झिक होती है इससे देश का अहित होता है ।

अध्यक्ष महोदय : इस के लिए मैं कौन से रूल के मातहत फैसला दूं ?

श्री बागड़ी : फैसला तो ऐसे ही रूल्स में हो रहा है ।

अध्यक्ष महोदय : और आप इसी तरह से प्वाइंट आफ आर्डर रेज करते रहेंगे । बड़े अफसोस की बात है कि जब मैं पूछता हूं क्या फैसला दूं तो वह उसको मजाक में टालने की कोशिश करते हैं और कहा हैं कि ऐसे ही होता रहता है ।

श्री बागड़ी : आप प्रधान मंत्री को कहिए ।

अध्यक्ष महोदय : यह मेरा फर्ज नहीं है ।

श्री किशन पटनायक (सम्बलपुर) : श्री बागड़ी की बात दुरस्त है । ऐसी ही खबर आयी है, और मैं जानना चाहता हूं कि सरकार

की इस बारे में क्या प्रतिक्रिया है । यह खबर है कि हमारे विदेश मंत्रालय के सचिव ने भारत में पाक हाई कमिश्नर को आश्वासन दिया है कि कंजरकोट खाली करने वाली शर्त सिर्फ बातचीत के लिए नहीं शस्त्र सन्धि के लिए भी लागू नहीं होगी । यानी कंजरकोट खाली करना शस्त्र सन्धि के लिए भी जरूरी नहीं है । मैं जानना चाहता हूं कि क्या हमारे सचिव ने सचमुच ऐसा कहा है, और अगर कहा है तो उसके बाद प्रधान मंत्री की क्या प्रतिक्रिया है ?

श्री लाल बहादुर शास्त्री : इतने ब्योरे में जाना तो उचित नहीं लगता है, लेकिन जो .

अध्यक्ष महोदय : वह कहते हैं कि किसी मंत्री ने ऐसा कहा है . . . .

श्री किशन पटनायक : मंत्री ने नहीं, सेक्रेटरी श्री सी० एस० झा ने कहा है ।

श्री लाल बहादुर शास्त्री : ऐसा कोई बयान तो उन्हों ने नहीं दिया है ।

श्री किशन पटनायक : आश्वासन दिया है भारत में पाक हाई कमिश्नर को ।

श्री लाल बहादुर शास्त्री : पाकिस्तान ने दो तीन बातें लिखी थीं, उन बातों को हम ने मान कर बात करने के लिए कहा । उन में एक सीज फायर है, दूसरी बात है स्टेटस क्वो रखने की, और अगर उस में बात तै हो जाए तो फिर हमारी बाउन्डरी क्या हो इस के बारे में हाई लेविल पर विचार हो । ये प्वाइंट उन की तरफ से आए, जिनको हमने स्वीकार किया है, और अब उसके बाद अगर उनका जवाब आवेगा कि हम इसके लिये तैयार हैं, तो हम आगे सोचेंगे ।

श्री किशन पटनायक : बात साफ नहीं होती है इसलिये बार बार प्रश्न दुहराना पड़ता है ।

अध्यक्ष महोदय : बार बार प्रश्न करने की जरूरत नहीं है ।

श्री रामसेवक यादव : अध्यक्ष महोदय, स्टेटस क्यो से क्या मतलब है ?

अध्यक्ष महोदय : एक एक चीज पर मैं नहीं जा सकता । (इंटरप्शंस) आर्डर, आर्डर । आप ने सवाल किया जवाब उस का आया ।

श्री किशन पटनायक : जवाब कहां आया ? मेरे सवाल का मतलब यह निकलता है कि शस्त्र संधि के पहले कंजरकोट खाली करना चाहते हैं यह सरकार की नीति है या नहीं ?

अध्यक्ष महोदय : गवर्नमेंट की क्या पालिसी है वह उन्हों ने बतला दी है । उन्हों ने जवाब दे दिया है ।

श्री किशन पटनायक : जवाब नहीं दिया ।

Shrimati Renu Chakravartty: There is some difference between status quo and status quo ante. If it is status quo, Kanjarkot remains with Pakistan.

Shri Lal Bahadur Shastri: I mean status quo ante.

श्री मधु लिमये : स्टेटस क्यो को युद्धपूर्व स्थिति कहा जाता है ।

अध्यक्ष महोदय : प्रधान मंत्री ने साफ कह दिया कि हम स्टेटस क्यो ऐंटी चाहते हैं अब इस से ज्यादा और आप क्या चाहते हैं ?

श्री स० मो० बनर्जी (कानपुर) : मंत्री महोदय का जवाब सुन कर यह मालूम होता है कि कच्छ औफ रन में पाकिस्तान के किसी भी हमले का मुकाबला करने की हमारी पूरी तरह से तैयारी है लेकिन आज अखबार में निकली इस खबर की ओर भी क्या उन का ध्यान गया है :—

"Pakistan build up on Rajasthan border."

इस से साफ जाहिर होता है कि पाकिस्तान सिर्फ कच्छ के इलाके में ही नहीं बल्कि युद्ध की घोषणा न कर के गोपनीय तरीके से

[श्री स० मो० बनर्जी]

युद्ध की तैयारी कर रहा है इसलिए मैं जानना चाहता हूं कि क्या यह तसल्लीबख्श जवाब है जो उन्होंने कच्छ के बारे में दिया है और क्या यह सदन दूसरे अपने सीमान्त प्रदेशों के बारे में भी यह समझ ले कि उन की रक्षा करने के लिये भी भारत सरकार पूरी तरह से तैयार है ?

श्री यशवन्त राव चह्वाण : जी हां ।

Shrimati Renu Chakravartty: In view of the fact that the border is now becoming alive even fifty miles further east of Kanjarkot and it may blow up in any other area, may I know whether Government is conceding the demands made by various States for co-ordinated defence of the entire border with Pakistan, both east and west?

Shri Y. B. Chavan: I think I have answered this question in the affirmative.

Shri Daji (Indore): Is it a fact that from documents and papers captured from Pakistani soldiers it has come to our knowledge that these activities were preplanned and prepared by them from early March and that they are not the result of any spontaneous action?

Shri Y. B. Chavan: I refuse to discuss those documents here. (*Interruptions*).

Shri Daji: No, no. He should say whether it is disclosed from those documents that Pakistan has done this deliberately and in a prepared manner?

Shrri Y. B. Chavan: Yes, Sir. I thought the question was to disclose the duration that they took, the time they took.

Shri Raghunath Singh: Is it a fact that Pakistan is employing well-trained and fully equipped regular Armed Forces on the border?

Shri Y. B. Chavan: Yes, Sir.

Shri Kapur Singh (Ludhiana): When I was in West Pakistan during the 2nd week of April, I saw a long statement by the Foreign Minister of Pakistan Mr. Bhutto urging among other things that on grounds of historical pre-emption and the legal precept Pakistan is entitled to an area of 3500 sq. miles east of Kanjarkot. I would like to know whether there is any element of plausibility in this tall claim?

Shri Y. B. Chavan: No, Sir.

Shri Kapur Singh: It is a long statement; it must have come to their notice.

Mr. Speaker: He says: no.

श्री ओंकार लाल बेरवा (कोटा) : मैं यह जानना चाहूंगा कि कश्मीर को राष्ट्र-संघ में गये हुए 17 साल हो गये, लद्दाख का एक बड़ा हिस्सा गये हुए 3 साल हो गये और अब यह कच्छ में कंजरकोट चला गया है तो इस के लिए क्या हम ने कोई ऐसा टाइम लिमिट तय की है कि अगर इतने समय तक उस का जवाब नहीं आयेगा या वह वहां से पीछे नहीं हटेंगे तो हम उस मुद्दत के बीत जाने के बाद कार्यवाही करेंगे या फिर इस को भी राष्ट्र-संघ में ले जायेंगे ?

Shri Y. B. Chavan: Time-tables cannot be discussed here.

श्री हुकम चन्द कछवाय : सैनिक कार्यवाही की जानी चाहिए ।

श्री रघुनाथ सिंह : राष्ट्र-संघ से इस से क्या मतलब है ?

श्री ओंकार लाल बेरवा : इसे राष्ट्र संघ में ले जाया जायगा या नहीं ? आखिर उन का हम कब तक इंतजार करेंगे ?

Shri Himatsinhji (Kutch): The whole question has been put in a mess. First of all, Gujarat Government is responsible for this border and they have failed to look after this border and protect it. Now, afterwards, so many statements have been made and no clear-cut policy is coming forth. The Prime Minister made a statement and he has made a speech outside.

Mr. Speaker: Now, he may put his question.

Shri Himmatsinhji: I come from that area, Sir; I feel very strongly about an area for which my ancestors fought and paid with blood and life. You should realise it. I will not ask any questions on defence matters, but. . .

Mr. Speaker: Peter Alvares.

Shri Himmatsinhji: ....I would like to know one thing.

Mr. Speaker: He said that he did not want to put any question.

Shri Himmatsinhji: Not on defence. It is reported in some papers and by some persons also that Pakistan has occupied one area where they have brought in some water and water facilities and they also call it Shakur. Is this a fact and if so will the Minister give any details about it?

Shri Y. B. Chavan: About what preparations they are making and other things, it will not be right for me to discuss our assessments of their preparations.

Shri Alvares (Panjim): The intrusion by Pakistan is like a hydra-headed monster. You try to meet it at one place and it manifests itself in another. This morning there were newspaper reports about their activities not merely in the Kanjarkot area but also in Rajasthan border, in Jammu and in Berubari. It is exasperating as well as demoralising. In view of this fact may I ask the Prime Minister whether he will insist, before negotiations, that there should be complete cease fire all along the Indo-Pakistan border?

Mr. Speaker: I cannot compel which Minister should reply.

Shri Alvares: He is about to reply, Sir.

Shri Lal Bahadur Shastri: Why should it be exasperating and demoralising? After all they might make their preparations but we are also prepared to meet them as and when the circumstances arise.

Shri Alvares: They are the aggressors; Pakistan is the aggressor. We cannot meet them at those places. That is exasperating.

श्री बागड़ी : तैयारी होगी ? खाक तैयारी कीजियेगी ?

अध्यक्ष महोदय : अब इस तरह से कहने से क्या बनेगा ? क्रिटिसिज्म बेशक की जाय लेकिन महज इस तरह से कहने से भी तो तैयारी नहीं हो जाती है जैसे कि यहां कहा जा रहा है ।

श्री बागड़ी : हम क्या करें ? जी जल रहा है उस का गुब्बार निकाल रहे हैं ।

श्री मधु लिमये : क्या तैयारी होगी ?

श्री विश्वनाथ पांडेय (सलेमपुर) : रक्षा मंत्री ने अपने सीमान्त क्षेत्रों की रक्षा करने का जो आश्वासन दिया है उस के लिये मैं उन्हें धन्यवाद देता हूं लेकिन मैं यह जानना चाहता हूं कि पाकिस्तानी फोर्सेज ने इंडियन पुलिस पोस्टस पर जो गोलाबारी की है उस से इंडियन पुलिस पोस्टस का कितना नुकसान हुआ है और उस का कुछ अंश क्या पाकिस्तान की फोर्सेज के कब्जे में आ गया है ?

Shri Y. B. Chavan: I think information on this point was given on the floor of the House that they had attacked the Sardar post. It is not in their occupation really speaking. Immediately our regular armed forces

[Shri Y. B. Chavan]

have occupied this post and there were certainly casualties; there were heavy casualties on the Pakistan side.

श्री प्रकाशवीर शास्त्री (बिजनौर) : प्रधान मंत्री जी के वक्तव्य से अभी ऐसा प्रतीत हुआ कि जो तीन शर्तें पाकिस्तान की ओर से आई हैं बातचीत करने के लिए उन शर्तों को स्वीकार कर लिया जायगा और उस आधार पर बातचीत आरम्भ हो जायगी। कंजरकोट कच्छ में स्थित उन स्थानों के लिये जहां पाकिस्तान का आज अधिकार है तो क्या भारत सरकार पाकिस्तान से कंजरकोट और दूसरे इलाकों के सम्बन्ध में बातचीत का रास्ता खोल कर शत्रु को यह मौका नहीं दे रही है कि पहले वह आक्रमण कर के हमारे घर में कब्जा कर ले और फिर उस के बाद आक्रमण बंद कर के बातचीत की जाय ? इस तरीके से अपने क्षेत्रों को दूसरे के हाथों में दे दिया जाय, सरकार अपनी इस दुर्बल नीति को कब तक जारी रखना चाहती है ?

श्री लाल बहादुर शास्त्री: मैं इस को कोई दुर्बल नीति नहीं समझता। अगर उन की तरफ से बातचीत करने का औफर किया जाय और वह ठीक बातें हों तो बातचीत के लिए हमारा राजी हो जाना मैं नहीं समझता कि हमारी दुर्बलता की नीति है। उस हालत में बातचीत करने से इंकार करना कोई एक बड़ी ताकत की निशानी नहीं है। जो बात सही है, आपसी बातचीत में हम अपने पक्ष को मजबूती से रक्खें और अगर बातचीत से हम लोगों में बात तय हो जाती है तो वह ठीक ही है लेकिन अगर तय नहीं होगी तो हम फिर उस पर विचार करेंगे कि आगे क्या किया जाय ?

श्री हुकम चन्द कछवाय : कब्जा छोड़ कर ?

Shri D. C. Sharma (Gurdaspur): I am very happy to hear that this border has been put under the charge of our military. What I want to know is how the Pakistani forces have acquired so much mobility and efficiency that they have been able to shell an Indian post about fifty miles east of Kanjarkot. And, may I know if all that mobility and all that efficiency is due to the fact that they have been getting arms from America?

Shri Y. B. Chavan: Naturally, Sir, they have certain advantages. About mobility, as I explained, immediately beyond the Rann of Kutch they have got their farm land and, certainly, there are developed communications there and, therefore, they are taking advantage of that to frighten us with shelling, but they are very effectively replied to.

About those arms etc., we have made a statement on the floor of the House that at least in the first attack they had made use of certain American equipment.

12.31 hrs.

PAPERS LAID ON THE TABLE

PUBLIC NOTICE ON IMPORT POLICY FOR NEWSPRINT

The Minister of Commerce (Shri Manubhai Shah): I beg to lay on the Table a copy of the Public Notice No. 28-ITC(PN)|65, dated the 21st April, 1965, on import Policy for Newsprint for the year April, 1965—March, 1966. (Placed in Library. See No. LT-4233|65).

Emergency Risks (Coods) Insurance (Amendment) Scheme and Emergency Risks (Factories) Insurance (Amendment) Scheme.

The Minister of Planning (Shri B. R. Bhagat): I beg to lay on the Table a copy each of the following Notifications:—

(i) The Emergency Risks (Goods) Insurance (Amendment) Scheme, 1965, published in Notification No. S.O| 923 dated the 27th March, 1965,

under sub-section (6) of section 5 of the Emergency Risks (Goods) Insurance Act, 1962. [*Placed in Library. See* No. LT-4234/65].

(ii) The Emergency Risks (Factories) Insurance (Amendment) Scheme, 1965, published in Notificaiton No. S.O. 924 dated the 27th March, 1965, under sub-section (7) of section 3 of the Emergency Risks (Factories) Insurance Act, 1962. [*Placed in Library. See* No. LT-4235/65].

NOTIFICATIONS UNDER THE KERALA GENERAL SALES TAX ACT, 1963 AND THE CUSTOMS ACT, 1962

The Deputy Minister in the Ministry of Finance (Shri Rameshwar Sahu): I beg to lay on the Table—

(1) a copy each of the following Notifications under sub-section (3) of section 57 of the Kerala General Sales Tax Act, 1963, read with clause (c) (iv) of the Proclamation dated the 24th March, 1965, issued by the Vice-President discharging the functions of the President, in relation to the State of Kerala:—

(i) S.R.O. 396/64, dated the 15th December, 1964.

(ii) S.R.O. 37/65, dated the 2nd February, 1965.

[*Placed in Library. See* No. LT-4236/65].

(2) a copy each of the following Notifications under section 159 of the Customs Act, 1962:

(i) G.S.R. 538, dated the 31st March, 1965.

(ii) G.S.R. 539, dated the 31st March, 1965.

[*Placed in Library. See* No. LT-4237/65].

12.31½ hrs.

ESTIMATES COMMITTEE

Seventy-eighth Report

Shri A. C. Guha (Barasat): Sir, I beg to present the Seventy-eighth Report of the Estimates Committee on the Ministry of Food and Agriculture (Department of Agriculture)—Forest Research Institute and Colleges, Dehra Dun.

12.32 hrs.

DEMANDS FOR GRANTS—*contd.*

Ministry of Education—*contd.*

Mr. Speaker: The House will now take up further discussion and voting on the Demands for Grants under the control of the Ministry of Education.

Some hon. Members rose—

Mr. Speaker: Dr. Govind Das.

डा० गोविन्द दास (जबलपुर): अध्यक्ष जी, हमारा इस समय निर्माण का युग चल रहा है और यह निर्माण दो प्रकार का हो रहा है—एक पार्थिव निर्माण और दूसरा बौद्धिक निर्माण । मैं बौद्धिक निर्माण को पार्थिव निर्माण से भी अधिक महत्व देता हूं—इसलिए कि पार्थिव निर्माण भी बहुत दूर तक बौद्धिक निर्माण पर अवलम्बित है ।

जहां तक बौद्धिक निर्माण का सम्बन्ध है, भाषा का सर्वोपरि स्थान है और इस प्रश्न से शिक्षा मन्त्रालय का सर्वाधिक सम्बन्ध है । स्वतन्त्र होने के बाद हमने इस विषय को बड़ी गम्भीरता से सोचा और इस सम्बन्ध में कई आयोग, कई कमीशन, नियुक्त हुए । उन सबके प्रतिवेदनों पर सरकार ने गम्भीरतापूर्वक विचार किया और कुछ को स्वीकार भी किया, परन्तु इस स्वीकृति के बावजूद भी स्थिति लगभग पूर्ववत् ही है ।

Mr. Speaker: How long will the hon. Minister take for his reply?

The Minister of Education (Shri M. C. Chagla): About an hour.

Mr. Speaker: Then I will call him at 5.00.

डा० गोविन्द दास : सबसे महत्वपूर्ण आयोग नियुक्त हुआ था हमारे वर्तमान राष्ट्रपति, डा० राधाकृष्णन् के सभापतित्व में। उस आयोग ने हमारी शिक्षा के माध्यम की भाषाओं के सम्बन्ध में जो कुछ कहा, उस पर यहां कई बार चर्चा हो चुकी है। मैं यह मानता हूं कि चूंकि वह सबसे महत्वपूर्ण बात थी, इसलिए उसे ध्यान में रखने के लिए हमें उस पर बार बार विचार करने की आवश्यकता है।

डा० राधाकृष्णन् के आयोग ने इस सम्बन्ध में कहा था :

"Both from the point of view of education and of general welfare of a democratic community it is essential that their study should be through the instrumentality of their regional language. Education in the regional language will not only be necessary for their provincial activities; it will enable them to enrich their literature and to develop their culture. Educated naturally in the regional language they ought to achieve higher standards of learning and of thought, and should be able to give a powerful stimulus to research and extension of the boundaries of knowledge. Equipped with the requisite knowledge of the Federal language, the provincial students will have no difficulty in joining institutes of an all-India character, and the provincial scholars in undertaking to teach them."

हमारी सरकार ने इस को स्वीकार भी किया था, परन्तु यह कार्य रूप में परिणित नहीं हुआ।

इस सम्बन्ध में मैं स्पष्ट रूप से कुछ कहना चाहूंगा। हमारे जो वर्तमान शिक्षा मन्त्री हैं, मैं उनकी बड़ी इज्जत करता हूं, लेकिन मुझे यह कहना पड़ता है कि उनकी नीति में और हमारे भूतपूर्व शिक्षा मन्त्री, डा० श्रीमाली, की नीति में बहुत बड़ा अन्तर है। यह अन्तर, मैं दोनों के कुछ कथनों के उद्धरण, यहां पर पेश करके प्रकट करना चाहता हूं, जिससे सदन के माननीय सदस्यों को और हमारे शिक्षा मन्त्री जी को भी वह अन्तर ज्ञात होगा !

सन् 1962 में विश्वविद्यालयों के उपकुलपतियों की परिषद् का उद्घाटन करते हुए डा० श्रीमाली ने कहा :

"One problem which has deeply agitated the minds of our people is that of the medium of instruction. On this issue Government is sometimes criticised for what appears to its critics as a failure in evolving a definite policy capable of speedy and concerted implementation. In 1951, the University Education Commission appointed under the chairmanship of Dr. S. Radhakrishnan had recommended that Hindi or the regional language should become the medium of instruction as early as possible and since 1951, Government of India have been asking the Universities and the State Governments to implement them."

14 अगस्त, 1962 को राज्य सभा में तारांकित प्रश्न नम्बर 282 का उत्तर देते हुए डा० श्रीमाली ने कहा :—

"All the experts that we have consulted so far have advised that regional languages should be the media of instruction in the Universities."

उपर्युक्त उद्धरणों से स्पष्ट है कि डा० राधाकृष्णन् आयोग ने शिक्षा के माध्यम के सम्बन्ध में जो कहा था, डा० श्रीमाली उसको जल्दी से से जल्दी कार्य रूप में परिणत करना चाहते थे।

वर्तमान शिक्षा मन्त्री का यह साहस तो नहीं हुआ कि वह इस नीति में कोई परिवर्तन की घोषणा करते, परन्तु प्रश्न यह है कि

यह कार्य किस गति से किया जाये। 18 नवम्बर 1964 को उन्होंने कहा :—

"The policy is go slow; prepare yourself, do not switchover in a hurry to the regional languages."

यही बात उन्होंने 2 दिसम्बर, 1964 को लोकसभा के एक प्रश्न का उत्तर देते हुए कही :—

"Our objective is to make regional languages the medium of instruction in the Universities, but, we must go slow."

मैं डा० श्रीमाली के और वर्तमान शिक्षा मन्त्री, श्री चागला, के और भी अनेक उद्धरण यहां उपस्थित कर सकता हूं, जिससे दोनों की नीतियों का स्पष्ट विश्लेषण हो जायेगा, परन्तु मेरे पास समय नहीं है, इस लिए मैंने ये जो उद्धरण डा० श्रीमाली के और दो उद्धरण वर्तमान शिक्षा मन्त्री के आप के सामने उपस्थित किये हैं, उनमें से दोनों की नीतियों का स्पष्ट पता लग जाता है। प्रश्न सिद्धान्तों का उतनी दूर तक नहीं रहता है जितनी दूर तक उन सिद्धान्तों को कार्यरूप में परिणत करने का होता है। जहां तक उन सिद्धान्तों को कार्यक्रम में परिणत करने का सवाल है हमारे भूतपूर्व शिक्षा मन्त्री उन सिफारिशों को जल्दी से जल्दी कार्यरूप में परिणत करना चाहते थे और हमारे वर्तमान शिक्षा मन्त्री की नीति है "गो स्लो"। गो स्लो का अर्थ क्या है यह कभी मेरी समझ में नहीं आया है। सतरह वर्ष बीत जाने के बाद जब हमारी वही स्थिति है जो कि पहले थी तब गो स्लो का अर्थ यही होता है कि यहां पर इस देश में अंग्रेजी का ही बोलबाला रहने वाला है।

श्री हरि विष्णु कामत (होशंगाबाद) : शनैः शनैः उपरमत्।

डा० गोविन्द दास : मैंने संसार के लगभग सारे देशों का भ्रमण किया है। भाषा के विषय से मेरी स्वभावतः, दिलचस्पी रही है और मैंने देखा है कि संसार के किसी देश में भी कोई विदेशी भाषा शिक्षा का माध्यम नहीं है। प्लेटो की रिपब्लिक मे शिक्षा सिद्धान्तों का पश्चिम में सर्वप्रथम दिग्दर्शन हुआ था। तब से आज तक किसी शिक्षा शास्त्री ने यह नहीं कहा है कि शिक्षा का माध्यम कोई विदेशी भाषा हो सकता है। हमारी प्रगति और विशेषकर हमारी वैज्ञानिक प्रगति भी शिक्षा के माध्यम पर अवलम्बित है और वर्तमान शिक्षा आयोग के जो अध्यक्ष हैं डा० कोठारी उन्होंने एक बार नहीं अनेकों बार इस बात को कहा है कि हमारी वैज्ञानिक प्रगति की धीमी गति का मुख्य कारण यह है कि हमारे विद्यार्थियों को एक विदेशी भाषा अंग्रेजी में शिक्षा दी जाती है।

इजराईल का मैं उदाहरण देना चाहता हूं। हमारे बाद इजराइल आजाद हुआ। इजराईल की जो भाषा हिब्रू है वह एक मृत भाषा थी। उन्होंने उस मृत भाषा को वहां के सारे कामों के लिए प्रमुख भाषा बनाया। यहूदी लोग सारे संसार में फैले हुए हैं। अनेकों उनकी भाषायें हैं, अनेकों उनकी संस्कृतियां हैं। इजराईल में जाकर जो यहूदी रहे उन्होंने उस भाषा को अपनाया और नतीजा यह हुआ कि आज छोटा सा इजराईल होते हुए भी, रेगिस्तानी देश होते हुए भी, वैज्ञानिक दृष्टि से हमसे आगे हैं और हम आज भी उसके पीछे हैं। गो स्लो का क्या नतीजा रहा है, यह हमने इन पिछले सतरह बरसों में देख लिया है।

मैं एक बात और निवेदन करना चाहता हूं। मैं एक छोटा सा साहित्यिकार हूं और साहित्यकार का जो ललित भाग है, उसमें जो नाटक का माध्यम है, उसमें कुछ लिखा करता हूं। इसलिए मेरा मनोविज्ञान से, साइकोलोजी से कुछ सम्बन्ध है। मैं श्री छागला जी की बहुत इज्जत करता हूं। लेकिन मैं उनसे कहना चाहता हूं कि वह अपने हृदय को टटोल कर जरा देखने की कोशिश करें कि कांशसली या अनकांशसली उनके हृदय में

[डा० गोविन्द दास]

अंग्रेजी के प्रति कितनी गहरी श्रद्धा है और जहां तक भारतीय भाषाओं का सम्बन्ध है, जिसको लिप सिमपेथी कहते हैं, उस प्रकार की सिम्पेथी है या नहीं है ? वह भारतीय भाषाओं का विरोध तो नहीं कर सकते हैं, यह सत्य बात है । लेकिन जहां तक कार्यरूप में परिणत करने का मामला है वहां पर सदा वह अंग्रेजी को ही महत्व देते हैं ।

Shri Vasudevan Nair (Ambalpuzha): What about the regional languages? You are concerned only with Hindi.

डा० गोविन्द दास : जी नहीं, सभी रीजनल लैंगुएजिज़ जो हैं, वे सब भारतीय भाषायें हैं । मैं बहुत गलत समझा जाता हूं जब यह कहा जाता है कि मैं हिन्दी का ही पक्षपात हूं । मैंने शुरू में कहा है और जो उद्धरण मैंने यहां आपके सामने पेश किया है डा० राधाकृष्णन् की रिपोर्ट का वह हिन्दी के सम्बन्ध में नहीं है, वह सब रीजनल लैंगुएजिज़ के सम्बन्ध में है । मैं स्पष्ट कहना चाहता हूं कि इस देश की शिक्षा का माध्यम विश्वविद्यालय तक रीजनल लैंगुएज होना चाहिये ।

एक प्रश्न और उठा करता है और वह भी बड़े महत्व का है । प्रश्न उठा करता है कि शिक्षा का स्तर गिर रहा है, स्टैण्डर्ड गिर रहा है । उस सम्बन्ध में भी डा० श्रीमाली क्या कहते थे, वह मैं आपको बतलाना चाहता हूं :

> "We decry lowering the standards but we do not take the one logical step which alone can raise standards. It is a well-known educational principle that both for the acquisition of knowledge as well as for the expression of thoughts and emotions one's own language is the best medium."

एक और प्रश्न उठा करता है और वह देश की एकता के सम्बन्ध में है । हमारे वर्तमान शिक्षा मन्त्री ने जो कुछ इसके सम्बन्ध में कहा था वह मैं आपके सामने उपस्थित करता हूं । उन्होंने कहा था :

> "To me, national unity is paramount. It is sacred and I am not going to submit to any language pressure which will militate against or undermine national unity. Therefore, when I speak of a link language, I do so because I want a language in India which will be the bond between the different people of this country. It will be a link between universities, between States, between the different bars, between the different courts of law, between scholars and academicians and all that I say is this that link language is English."

मैं कहना चाहता हूं कि अंग्रेजी का इससे बड़ा और कोई प्रशंसक इस देश में नहीं हो सकता है । जैसा मैंने आपसे कहा हमारे शिक्षा मन्त्री अपने हृदय को टटोल कर देखें कि उसमें अंग्रेजी के प्रति कितनी श्रद्धा है और कितनी भक्ति और हमारी भारतीय भाषाओं के प्रति किस प्रकार की लिप सिम्पथी है ।

श्री यशपाल सिंह (कैराना) : प्रधान मन्त्री के जो वक्तव्य हैं उनसे कम्पेरिजन करो ।

डा० गोविन्द दास : इस प्रश्न को छोड़ कर अब मैं दूसरे प्रश्न पर आता हूं और वह साहित्य के प्रकाशन से सम्बन्धित है । अभी सरकार ने कुछ दिन पहले इस बात की घोषणा की थी कि सितम्बर 1965 से केन्द्रीय नौकरियों के लिए हमारी हिन्दी एक वैकल्पिक माध्यम होगा । मैं और आगे बढ़ कर कहता हूं कि हिन्दी ही नहीं आप चौदह की चौदह भाषाओं को वैकल्पिक माध्यम बना दीजिये, मुझे कोई आपत्ति नहीं है । मैं कोटा के भी विरुद्ध नहीं हूं । मैं केवल यह चाहता हूं कि यहां से अंग्रेजी जानी चाहिये और अंग्रेजी तब जाएगी जब उसका स्थान हिन्दी और सब भारतीय भाषाय मिल कर लेंगी । अब मुझे एक भय है और वह यह है

कि साहित्य का प्रकाशन जिस तरह से सरकार को करना चाहिये उस तरह से नहीं किया गया है । इसलिए सितम्बर में फिर यह प्रश्न हमारे सामने रखा जाएगा कि साहित्य तो है ही नहीं हम सरकारी नौकरियों के लिए माध्यम के रूप में हिन्दी और दूसरी भारतीय भाषाओं को कैसे अपना सकते हैं, उनको माध्यम कैसे बना सकते हैं ? मैं गत 40–41 वर्षों से इस जगह कहता रहा हूं, आज से नहीं तब से और स्वतन्त्रता के बाद भी, कि यदि आप साहित्य की रचना करना चाहते हैं तो आज जो आप फाजिल वक्त में साहित्य लिखाते हैं, उससे साहित्य की रचना नहीं होगी । यह असम्भव है । आप यूनिवर्सिटीज से तथा अन्य स्थानों से साहित्यकारों को उधार लीजिये ,उनके जिम्मे एक एक ग्रन्थ कर दीजिये और एसा कोई ग्रन्थ नहीं है कि कोई एक विद्वान् यदि पूरा समय देकर उस ग्रन्थ की रचना करे तो वर्ष के अन्दर वह तैयार न हो जाए । शिक्षा के माध्यम से, हमारी सरकारी नौकरियों की परीक्षाओं में, भाषा के माध्यम से साहित्य की रचना का बहुत बड़ा सम्बन्ध है । जब सरकार करोड़ों अरबों रुपया दूसरी योजनाओं पर खर्च कर रही है—मैं उसके विरुद्ध नहीं हूं—वह कम से कम कुछ करोड़ रुपये साहित्य रचना के लिए भी खर्च कर सकती है । साहित्य रचना एक योजना बना कर करनी चाहिये और इस प्रकार के विद्वानों को उधार लेकर करनी चाहिये ।

वर्तमान शिक्षा आयोग के सम्बन्ध में अब मैं एक बात कहना चाहता हूं । मेरी समझ में नहीं आया कि जब इतने आयोगों की हमारे सामने रिपोर्टें थीं और जिन को हमने कार्यरूप में परिणत नहीं किया तब नए शिक्षा आयोग की क्या आवश्यकता थी ? इसी के साथ यह समझ में नहीं आया कि शिक्षा तो होनी है भारतवासियों की, तो क्यों इस शिक्षा आयोग में इतने विदेशी बुला कर रखे गये हैं ? हिन्दी का तो कोई शिक्षा आयोग में प्रतिनिधित्व है ही नहीं । इस प्रकार के आयोग बनाते जाना, उनके प्रतिवेदनों को कार्यरूप में परिणत नहीं करना उनकी सिफारिशों को ताक में रखना, यह नीति ब्रिटिश गवर्नमेंट की थी और मुझे भय है कि जिस कांग्रेस का मैं सदस्य रहा हूं उस कांग्रेस की सरकार की भी करीब करीब यही नीति है । कमेटियां बनाते जाओ, आयोग मुकर्रर करते जाओ, उनके प्रतिवेदन आते जायें और उनको ताक पर रखते जाओ । यही नीति हमारी गवर्नमेंट की भी है, एसा मुझे मालूम पड़ता है । जब इतने शिक्षा आयोग मुकर्रर हो चुके हैं जिनके प्रतिवेदन हमारे सामने मौजूद हैं और जो आज तक कार्यरूप में परिणत नहीं किये गये हैं तब तक नए शिक्षा आयोग की क्यों आवश्यकता पड़ी और ऐसे आयोग की जिसमें विदेशी विशेषज्ञों को रखा गया है और हिन्दी का जिसमें कोई प्रतिनिधि ही नहीं है, यह बात मेरी समझ में नहीं आई है ।

प्रधान मन्त्री श्री जवाहरलाल नेहरू के कथनों को कार्यरूप में परिणत किया जाए यह आप बार बार कहा जाता है । मैं उस पक्ष में हूं, विपक्ष में नहीं हूं । लेकिन जब हम जवाहरलाल जी का नाम लेते हैं तो भारत में जिन को हम राष्ट्रपिता मानते हैं, उनका नाम क्यों नहीं लेते हैं ? उन्होंने हिन्दी और दूसरी भारतीय भाषाओं के सम्बन्ध में कहा था इस पर हम क्यों विचार नहीं करते हैं ? केवल प्रधान मन्त्री की बातों पर क्यों विचार करते हैं, यह मेरी समझ में नहीं आता है । हम लोगों ने जब उनको राष्ट्रपिता माना है, पंडित जवाहरलाल नेहरू जी भी यह कहा करते थे कि वे उनका अनुसरण करेंगे, और मेरा निश्चित मत है कि उन्होंने उनका अनुसरण किया, तब हर बात में स्वर्गीय प्रधान मन्त्री का नाम लेना और राष्ट्रपिता की बात भूल जाना कि उन्होंने क्या कहा था इस विषय पर, उस पर कोई विचार न करना, यह मेरी समझ से बाहर की बात है ।

अन्त में मैं आप से एक ही निवेदन करूंगा कि भाषा के सम्बन्ध में मुझे गलत न समझा

[डा० गोबिन्द दास]

जाये । मैं देश की राष्ट्रभाषा तो एक हिन्दी को ही मानता हूं, लेकिन बाकी जितनी भाषायें हमारे संविधान में स्वीकार की गई हैं, चौदह और उनके अलावा भी, उन सब को राष्ट्रीय भाषायें मानता हूं । मैं किसी को बाहर से आई हुई भाषा नहीं मानता । राष्ट्रभाषा तो एक ही हो सकती है लेकिन बाकी सब राष्ट्रीय भाषायें हैं, और उन सब राष्ट्रीय भाषाओं पर हमारी समान रूप से श्रद्धा होनी चाहिये, समान रूप से भक्ति होनी चाहिये । मैं यह मान कर चलता हूं कि केवल हिन्दी अंग्रेजी का स्थान नहीं ले सकती, हमारी सब भाषाओं को मिला कर उसका स्थान लेना चाहिये । शिक्षा का प्रसार, जो कि हमारे निर्माण के लिये एक बुनियादी चीज है, और हमारी वैज्ञानिक उन्नति, जिस पर हमारी आर्थिक उन्नति अविलम्बित है, तब तक नहीं हो सकती जब तक हमारी शिक्षा का माध्यम हमारे देश की भाषायें नहीं बन जातीं ।

Shri Muthiah (Tirunelveli): Mr. Speaker, Sir, the total Demands for Grants for the Education Ministry for the current year, 1965-66, are for Rs. 68.59 crores. More funds are necessary for the Ministry for this year. The allocations in the Third Plan for education were not enough. The tentative allocation in the Fourth Plan for education is said to be Rs. 1,400 crores. That, I submit, is not at all enough. At least Rs. 2,000 crores are necessary for the full implementation of all the educational programmes by the Centre.

We know that in all advanced countries, more than 10 per cent of the total revenue is spent on education. Here, I understand, it is only 3 per cent of the total revenue in the Central sector that is spent on education. It is too low and too inadequate. Investment in education is the greatest investment because it is investment in man, in human personality and in human values; as such, it should have the first priority. The hon. Minister of Education, Shri Chagla, with his vast knowledge and experience is doing a lot for the spread of education throughout the country and for the welfare of teachers and students.

Education, as we all know, is a State subject, but the Centre has its own responsibility, such as, providing for free and compulsory education for all children in the age group 6-14; promoting the educational interests of the weaker sections of the people like the Scheduled castes and Scheduled Tribes and other Backward Classes; developing, enriching and spreading the Hindi language; co-ordinating and maintaining of standards in university educaion and research, maintaining the Central universities and institutions of national importance.

I want to submit that the Central Government has the primary responsibility today to formulate and implement a national policy and programme of education for the entire country. The Education Commission has been set up with this laudable objective. There is need today for a common pattern of education, a common syllabus and common standards at the secondary and college levels for the whole country. The Central Government is also responsible for integrating the entire nation and for promoting partiotism in the minds of students throughout the country. This is the need of the hour. The image of India, as the motherland, should come first in the minds of all students throughout India, above caste and creed, language and province.

The Union Government is helping in the spread of elementary, secondary and university education. The number of primary school children at the end of the Third Plan is estimated to be five crores of which the number of girls would be about two crores. The number of middle school children at the end of the Third Plan will be one crore of which the number of girls will be 28 lakhs. The

number of secondary school children at the end of the Third Plan will be 52 lakhs and the number of college students at the end of the Third Plan will be 15 lakhs.

I want to submit to you and to the House that teachers' salaries should be revised in accordance with the rise in prices and rise in the cost of living. Teachers are the builders of the nation and as such they should be contented and happy. They should have all the basic amenities of life. The Triple Benefit Scheme should be extended to all the teachers throughout the country. It should be extended to college teachers also. The age of retirement should be raised to 60 for all teachers.

In the case of primary school children, in addition to free meals, free books and free clothing should be supplied to poor and deserving children. The Madras Government's free education scheme from the 1st standard to the 11th standard for all boys and girls deserves our warm appreciation. In view of the shortage of trained primary school teachers, many more training schools for primary school teachers should be set up in the Fourth Plan.

Coming to secondary education, I submit that secondary education is not to be a mere appendage to university education. It is not meant to prepare students merely for universities but also for employment. Secondary education, therefore, needs to be diversified. Secondary schools with technical and vocational courses should be set up in large numbers. Multi-purpose schools are doing great service in this regard and more and more such schools should be opened in all the State with Central aid. Junior technical schools should be opened in sufficient numbers to provide skilled labour for the growing industrialisation of the country. Agricultural schools should be set up in every district in the rural areas and agricultural courses should be introduced in rural schools wherever possible to stimulate interest in the minds of students in agriculture and farming and to promote agricultural production. Secondary schools should be gradually upgraded to higher secondary schools with Central Government's help according to the recommendations of the Secondary Education Commission.

The Centre today has a crash programme to promote science teaching in all schools and to improve science laboratories and school libraries. This is a welcome step. The school syllabus in all the States requires to be modernised and brought up-to-date. To be useful from the practical point of view, it should be science oriented.

I now come to university education. The Central Government is giving grants to State universities for development projects through the UGC. It gives grants to aided colleges for hostels and staff quarters. Housing accommodation for teachers is today an acute problem. Great difficulty is faced by teachers, both in the rural and urban areas, in getting sufficient accommodation. This problem is to be solved by the Central Government through a phased programme.

The Central Government is giving grants for correspondence courses and evening colleges. This scheme is benefiting hundreds of youngmen already in service and also those students who have not been able to enter into colleges. The correspondence course instituted by the Delhi University, is proving a success.

The number of universities today is 62. Madras has only two universities whereas U.P. has nine, Bengal seven and Bihar six. Madras State should have two more universities in view of its population of 3.6 crores and its high percentage of literacy. The Madurai University should be established with central help without delay. The Central Government should also set up a Central university in Madras State in the interest of national integration. This university should specialise in Dravidian history and culture and in Dra-

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vidian languages and should be open to students from all parts of India.

For technical education, there is provision for Rs. 24.72 crores for 1965-66. I plead that more engineering colleges and more polytechnics should be started in the Fourth Plan to meet the increasing demand for engineers and technical personnel and skilled labour for our plans and projects, plants and factories. There is shortage of teachers for polytechnics today. This has to be removed.

13 hrs.

Coming to scientific research, I find that the Centre is doing a lot of work. The Central Government is setting up a number of vigyan mandirs. Their number at present is 50 and I request that the number should be increased. These vigyan mandirs help to stimulate interest in science among the people in the villages. The Centre is helping to popularise science by giving grants for the production of cheap and simple books on science and also for translation of standard science books in English and other foreign languages into regional languages. The Council of Scientific and Industrial Research is doing scientific research through national laboratories.

I come to student indiscipline in colleges This has become a serious problem today. There are several causes for this, namely, (1) heavy rush into colleges by students who have no real aptitude for university education; (2) the sudden change of medium of instruction from the regional language to English; (3) lack of interest in the subjects taught; (4) inefficiency of the teaching staff in some institutions; (5) general lack of self-discipline and studiousness among students; (6) pre-occupation with politics and indulgence in strikes and demonstrations; (7) exploitation of students by political parties and politicians for their political ends; (8) lack of efficient tutorial guidance for students and (9) lack of proper teacher-student ratio. (10) Lack of moral and religious instruction. These causes have to be removed.

Further the creative talent of students should be discovered and developed by teachers. Their cultural activities in respect of music and drama should be encouraged by the colleges. Social service camps should be regularly organised every year by colleges and universities, and students should be encouraged to take up such work as adult education programmes voluntarily. Students should be taken on all-India tours for study and knowledge and for seeing historical places and modern projects.

I come to the wastage in education. This is a great problem. There is terrible wastage at the college level today and it is about 60 per cent in India. The examination system has to be reformed and the class record of every student has to be considered along with the marks that he obtains in the final university examination. The wastage in the Cambridge University is only 4 per cent as mentioned by the Robbins Committee Report. I was there in October, 1964, that there is an entrance test for admission in the Oxford and Cambridge Universities and this test is a strict one, and only those students who secure more 60 per cent marks are admitted into those Universities.

Mr. Speaker: The hon. Member may conclude now.

Shri Muthiah: Please give a few minutes more. I do not speak on other Demands.

I now come to allocation for Hindi and regional languages. An amount of Rs 1 crores has been allocated to Hindi and only Rs. 7 lakhs for regional languages. Hindi is to be propagated in non-Hindi States, particularly, in Madras, by persuasive methods. There should not be the feeling in the minds of the people that Hindi is being imposed upon them. Hindi language, in order to be attractive, has to grow naturally and it should be simple and easy to learn. It should be a composite

site language by adopting words from all the regional languages of India according to article 351 and then only Hindi will become a fit language to be the link language for the whole country and the people in the non-Hindi-speaking States would also ultimately accept Hindi It should be enriched by the honest efforts of the Central Government. The Central Government should develop all the regional languages.

There was much misunderstanding on the language issue in Madras State recently. I plead that proper propaganda on the language issue is necessary and people should be well-informed on the language issue. All the trobule happened because people were misinformed. I also submit that English should be included in the 8th Schedule as one of the national languages and English should continue in India as a compulsory subject in schools and colleges because it is the only window for us to the outside world. If India is to develop, if India is to progress as a truly modern nation in respect of science and technology, English should remain in India and we should not develop hatred for English because it is a foreign language. It has been with us for 200 years.

I now come to the three-language formula. This formula has been formulated by the National Integration Council and reaffirmed by the National Integration Committee. It has been approved by all Vice-Chancellors, all State Chief Ministers and all State Education Ministers. According to it, it is regional language, English and Hindi in non-Hindi-speaking States and regional language, English and another modern Indian language, preferably a South Indian language in Hindi States. In Hindi States, preferubly south Indian languages should be taught. For national integration, it is better that the Hindi States take steps to teach one of the south Indian languages. I appeal with all the earnestness at my command to the Central Government and to all the States that the three-language formula should be implemented fully by all the States with earnestness and sincerity and honesty for the sake of national unity and national integration.

Coming to the National Council of Educational Research and Training, I submit it is doing good work. It prepares model textbooks in different subjects and does much for science education in schools.

With regard to cultural activities the Central Government is doing a lot for the preservation of Indian culture and for promoting it at home and abroad.

I conclude by saying that the proposed Nehru University in Delhi and the Nehru Museum and Library, set up at Teenmurti are fitting memorials for our great departed leader Shri Jawaharlal Nehru.

Shrimati Renu Chakravartty (Barrackpore). Mr. Speaker, Sir, I will have to start by saying smething about the language question although I had not intended to do so. But having heard Shri Govind Das, I feel I must say a few words. He has pleaded for regional languages becoming the medium of instruction at all stages of education. I am glad that he has circumvented his earlier basic approach of stressing only Hindi because in this particular matter he has been able to get the support of non-Hindi States. We are one in demanding that the regional language must automatically become the language of instruction not only at the primary and secondary stages but it must automatically go upto the university stage. I would plead with Mr. Chagla that this kind of dichotomy which our Vice Chancellors are insisting upon is harmful for the education of our children. It cannot continue and we must insist that even at the university stage the regional language has to come in if the children are really to imbibe education

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and knowledge which is their main purpose. We are not going to be duped by what Dr. Govind Das says. What he really wants to say is that Hindi is the national language. Hindi is not the national language. It is only a link language. He says that it should take the place of English We say, 'No. It is not going to take the place of English. What the British wanted to do was that they wanted our languages to become completely subordinate to English Today, if you go to north India, you will hear even the little children speaking in the most attrocious English, calling their mothers mummy and calling their fathers daddy. This is the condition after 17 years of Independence. We are not going to allow Hindi to take the place of English. What we propose is that it should be used only for the minimum purposes of inter-State communication. That is all we are wanting to do. As far as Hindi is concerned, it is not the national language It is a link language to be used only for inter State communication. It is very surprising, that the three-language formula has been talked of for a long time but the Hindi people do not implement it. (*Interruption*) I do not know. I have heard very good friends of ours who come from Bihar and U.P. and they say, "We are prepared to learn Bengali. But how can we learn Tamil or Telugu?" Then, you must understand how difficult it is for the Tamileans to learn Hindi. If we really want to help them to accept Hindi we must agree that we are also going to learn a difficult language and then we can say you also learn a difficult language. It is this spirit of give and take that will lead to voluntary acceptance of Hindi as a link language.

Now, the Hindi people tell us—they have got the advantage—that all the examinations of the U.P.S.C. must be carried out in Hindi. Th U.P.S.C. examinations must be carried out in all the 14 languages. That must be done if we want to get all the non-Hindi speaking States also to accept the position that our chillren are not going to be shut out in competitive examinatoins.

Actually, when we want to introduce the regional languages for the higher echelons of our education, one of the biggest difficulties that we come across is in regard to this is the question of translation. In fact, it is not merely a question of translation into the regional languages only, but some original works coming from excellent sources in regional languages and books written by eminent scientists in other languages, have to be translated first into English and then into other languages. Have the Central Government give any help for translation of those books into the regional languages? Have they helped us in any way for this purpose? And yet our Hindi friends are telling us always that this is what they are pleading for; they say that they are for the upgrading of the regional language and for '*Angrezi hatao*'. But will they say that in the Constitution it should be provided that not only Hindi should be promoted but all the regional languages should be promoted, so that it will be enjoined upon the Central Government as one of their functions to see that the regional languages also should grow? If that question is raised, then at that moment of time, our Hindi friends will say 'No, no; we do not want the Constitution to be touched; we cannot allow it to be touched.' If they do not want to touch the Contsitution, at least let this assurance be given to us that as far as the regional languages are concerned, the Central Government will help every State to come forward for translation of books into regional languages and in preparing the regional languages make them rich media of instruction at all stages of education including university education and research.

As regards primary education, our Constitution had laid down that we should introduce free and compulsory primary education, and it was

stated by the Panel of the Planning Commission on education that this constitutional guarantee or directive would be given effect to by 1965-66. Dr. K. L Shrimali, whom our friend Dr. Govind Das had extolled very much had reduced it to the age group 6-11. We find now at the beginning of the year 1965 that we have yet very far to go in order to achieve even this target. As a matter of fact, the target as it stands today is this that in 1965-66, boys' education will be only 97 per cent and girls' education only 63 per cent. Even in regard to this 97 per cent in regard to boys' education, there are certain very backward areas where the percentage is still lower. Even in certain important areas, in a city like Calcutta the figure is lower; we find that expenditure on primary education in comparison with the total educational budget of West Bengal is the lowest as compared with the all-India figure. In West Bengal the figure is only 25·5 per cent whereas the all-India index is 33. per cent. So, the figure is not the lowest only in certain backward States. Even in a State like West Bengal this is the position, and compared to the all-India index, the total educational budget is less; the all-India index is 22 per cent whereas the West Bengal index is only 4·2 per cent.

Actually there are a very large number of boys and girls in the city of Calcutta who have to pay for their primary education. On earlier occasions when I used to say this probably the House did not believe me, but I am sure that the House is now aware of this fact that there is no free and compulsory primary education for all in a city like Calcutta. Only 28 per cent of the boys and girls get free primary education in a city like Calcutta, and 72 per cent of our boys and girls pay for it. And yet, the West Bengal Government have reduced the expenditure on primary education by Rs. 1 crore in 1963-64 as compared with the actuals of 1962-63.

The reason for my having brought up this point is this. I do not want the Education Minister to get up and tell us that this is a State subject. There is a constitutional directive, and, therefore it is incumbent upon the Central Government and the Central Education Minister to see that that constitutional directive or guarantee is given effect to in whatever form he thinks best.

In this connection I would like to point out what has happened in West Bengal. In 1930 in the primary education bill, an artificial wall was created between rural areas and the Calcutta areas. Now, out of 89 municipalities, only 3 municipalities have free primary education; in the case of all the other municipalities, we have to pay for the education of our boys and girls. I might point out that the amount realised from students' fees goes to meet 56 per cent of the educational expenditure, and the State spends only 44 per cent. This is the main point that I want to make out. We are saying so much today about the private schools. Private schools are good, and we must encourage them. Actually, these schools are those who can afford to pay, When we send our children to schools nowadays, we find that we have to pay about Rs. 30 to 40 per child if we send them to private schools and if we send them to public schools, we have to pay about Rs. 150 to 200. Are we not going in for class education in this manner? Are we going to deprive the masses of our people of the best education? In my State, in the old British days, there used to be what were known as the zilla schools. I think that Bihar also had those zilla schools. The zilla schools were actually Government schools. Even today these zilla schools in the district headquarters are some of the best schools. It is true that they have deteriorated in standards as compared with the olden days, but they are still some of the best schools.

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Why can we not improve their standards? Because they are Government schools, should we always equate them with inefficiency? So far as the city of Calcutta is concerned, I can say that some of the best colleges there are the Government colleges. For instance there is the Presidency College. Then there are the colleges for girls, such as the Lady Brabourne College, the Bethun College and so on. These colleges not only take the smallest tuition fees but they also have the smallest hostel fees; they have subsidised hostel fees which have come down fortunately from the time of the British days; I do not know whether we would have those rates today if our Government were to introduce them. The point that I am trying to make is that the educational budget must provide at least for improving the standard in our Government schools. It is no longer permissible for our Government to come forward arguing that we should give more and more advantage to these private schools. Actually, we know what the position in the private schools is. In the private schools we find that the teachers are just hired and fired. Only the other day, I gave an example from the city of Calcutta. There is the South Point School there, which is one of the most fashionable schools there charging about Rs. 25 to 30 per child even in the junior school; there, a teacher who had put in ten years' service was just fired. If this kind of thing could happen to a teacher who had put in ten years' service, one could imagine what the state of affairs there could be. If today a chartered accountant were to go into the accounts of that school, it would be found that all the money is being utilised by the Rector of the school as he likes, and by the managing committee. In other private schools also the same would be the position. In private schools, they do not pay the teachers properly; they get them to sign for one rate of pay, but actually they give them another rate of pay. Therefore, I would submit that Government schools must be extended and they must become better schools. We must see that the private schools that are there function well and give a fair deal to the teachers. Let the private schools remain there; I do not say that they should be done away with; let them remain, but they should give a fair deal, and we should see that they behave in the proper manner, and that the rates of pay which are given in private-aided schools are the same as those that are given in public schools or in Government schools.

I would like to say a word about public schools. I think that it is time that we do some re-thinking in regard to them. Even in England, people are discussing whether these public schools are good or not. And yet we are making so much fetish about these public schools. My hon. friend Shri Frank Anthony is just walking in and I am sure he will join issue with me on this, and I shall certainly fight him on this score. But I do not want to argue with him because he and I stand poles apart. But at least as far as the Congress Government is concerned, and as far as the Congress Ministers are concerned why is it that they prefer to send their children to public schools?

Shri Frank Anthony (Nominated—Anglo-Indians): Because they are the best now.

Shrimati Renu Chakravartty: Probably they want to make their boys pucca sahebs so that they can compete with Shri Frank Anthony in speaking English. Otherwise, why should it be necessary for them to send their children to public schools?

Then I come to the question of scholarships. We are giving scholarships. We give scholarships also to some of the middle class boys, no doubt. But I would prefer that we should have the levels of the ordinary schools raised, and the teachers better trained and better paid.

I now come to the question of the teachers. In my State—I believe that there are States even worse off in this regard; I am not quite sure but I think a primary teacher gets not more than about Rs. 70 to 75. A Central Government class IV employee or a peon who gets dearness allowance has a basic pay of Rs. 70; in other words, he gets that basic pay plus dearness allowance. A zilla school board subordinate staff in my State starts with Rs. 60 and goes up to Rs. 75. But the primary teacher who has to live in the villages is to have a consolidated pay of only Rs. 75. During the Question Hour this morning we were told that during the last one year, there has been a rise of 10 points in the cost of living, and that the Central Government employees, according to the Pay Commission's recommendations, are going to be given an increase in dearness allowance. But what is going to happen to these thousands and thousands of teachers?

Now, let us take the case of the salaries of teachers in secondary schools. In UP I find that in private schools, a B.A., B.T. starts on a pay of Rs. 120 whereas an M.A.B.T. starts on a pay of Rs. 175. When the cost of living is such that we cannot buy a maund of rice for less than Rs. 35 to 40, how can you expect the secondary school M. A., B. T. to make out a living with just Rs. 175 a month?

Then what about teachers in colleges? Lecturers start on Rs. 225. In my state, it is worse. In private colleges, they start on Rs. 150 basic pay plus Rs. 50 D.A. when the college desires or is able to pay. Then there are colleges where the basic pay is less than Rs. 150. There are colleges where the DA is less than Rs. 50. it being only Rs. 17:50. In most sponsored colleges, that is, semi-government colleges, dearness allowance at the rate of Rs. 17.50 per month is there, received in irregular instalments. This is the position of primary teachers, secondary teachers as well as college teachers.

In such a situation, I would beg of the Minister to see that there is greater allocation for education. Unless we fight, unless this House fights and secures a greater allocation for education from the total budget of the country, unless we see that at least 10 per cent of the total plan expenditure goes to education, we cannot expect either democracy to grow or our country to go forward in any nation-building activities.

Take scholarships, for example. We want that the system of scholarships should be yearly or in every Plan at least, expanded regularly. I was really disheartened to see the rate at which our scholarships are given. Scholarships given are not only not being expanded, but in certain sectors I find they have been reduced. For example, in regard to the post-matric scholarship scheme, I find that the provision for 1964-65 was Rs. 3,44.000. Only Rs. 3,44,000 in a country of 450 million people. The revised estimate for 1964-65 was Rs. 3,44,000. The provision for 1964-65, is only Rs. 3,00,000. Why? Do we not in these times of hardships want to give more scholarships for our children, of the middle classes, of the lower middle classes and the poorest of the poor, of the kisans?

For post-graduate scholarships, I find in the humanities there is no provision at all for 1965-66. There is now a national scholarship scheme for post-matric education. There was an original provision of Rs. 66,91,600. Actually, only Rs. 60 lakhs was used. Why? In a situation where there are hundreds and thousands of young boys and girls who are wanting scholarships, who are having to stop educa-

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tion for lack of scholarships, I find that even the allotted provision is not used, a provision which should have been further expanded but which is not being expanded.

So on the question of scholarships, there are shortfalls and reductions.

In the matter of granting scholarships, the procedure adopted gives rise to all sorts of grave suspicion. Everything is not always fair. Here I want to bring to the notice of the House the fact that so far as scholarships to proceed to the USSR are concerned, the scrutiny is made not on merit but by police verification. I am absolutely sure of this. I have before me one clear case, of one Shri Subodh Sen, an M.Sc. in Agriculture, First Class First of Calcutta. On 5th September, 1964, he was informed that 'pending some formalities' he was one of the candidates nominated by the Government of India for the award of a scholarship, that pending certain formalities he was being awarded a scholarship and that 'final selection rests with the Soviet authorities in USSR'. He was asked to keep ready certain documents so that his departure would not be delayed. Suddenly on 13th December 1964, he was informed that it was not possible to award a USSR Government scholarship. The USSR—on good authority—never objected because they are on the joint board itself. But what were these 'certain formalities'? I am convinced that because he has a brother who is a communist belonging to our party, he was victimised. There can be no other reason for it. He is a First Class First in Agriculture. He is not a communist. His brother is a communist. Therefore, he must not be given. He asked for a reconsideration. A letter was written to him saying 'No, it cannot be reconsidered. We told you that there must be certain formalities and since those formalities are there, you cannot be given a scholarship'. I would like the Minister to look into this because there are several such cases.

Now I come to another very important point, that is with regard to research and the national laboratories. I want to say that nepotism and favouritism are the bane of our scientific institutions. One of the contributing factors is the method of promotion adopted and the atmosphere that is created. For example, I would like to bring forward before Shri Chagla the case of the CSIR. Now, I must say at the outset that the Director General, Shri Hussain Zaheer has done several good things and has cleared many wrong things that were there under the previous DG. But the entire episode of Dr. P. K. Kitchlew and the rather unfortunate and brusque way he had to resign and his resignation was accepted has left a very bad taste in the mouth. I would have expected that Shri Chagla would have realised that this was not a correct way of doing things. What was the reason adduced? That he was an old man. When he was given this job, he was already an old man, having retired from a university appointment. He was given a contract for three years. I remember when our late Prime Minister was here, he said on one occasion on the question of elderly scientists that scientists are never too old and if they can really do their job as scientists, their experience must be utilised.

Then about this particular gentleman, Shri Jain. He may be a very good person. I have nothing against him. But why was his promotion hurried in this way? The assessment committee would have met and it would have considered the applications that were there. We wanted everybody's application to be considered. Why was it hurried? The Selection Committees also do not seem to be constituted with people who are experts in the field always. I say 'always'. There are some where they they do have experts; there are others where they do not have them.

I want that there should be merit promotions. I do not want red-tape. At the same time, in the name of

merit promotions, let there be no further nepotism. There are several cases into which for want of time I cannot go. There are many of them. I could forward them to him.

With regard to foreign technical know-how, our Minister, Shri Chagla, has told us that we must have our know-how utilised by our industrialists and our public sector. But often we have found that we do not utilise what we already have. There is a very interesting and rather learned writing by one eminent scientist, Kurt Mendelssohn, FRS. I think he is from Oxford or Cambridge University. So I presume that our Minister will take more notice of what he says. He had been to China and then he came over to India on his way back. He was asked to give a report to Panditji. He has some very interesting things to say about our scientists. He says:

> "India has scientists who in quality are second to none. She also has a reserve of capable brains which many a country would envy ....All that is needed is to create the conditions in which they can develop their talents and work for their country".

He goes on to point out the difference between what is happening in China and India as far as science is concerned. He says that in our country, there is a lack of interest and appreciation from the industry too. He says: industry here has no idea of improvement or development. He goes on:

> "For them the idea of scientific or trained technological direction must appear preposterous. The large industries, which are government-operated, usually rely on plant which is imported, lock, stock and barrel, and have no thought for further development. Science graduates are often employed in purely administrative positions and their training is wasted.
>
> "....China, except for somewhat limited help from the Soviet Union, had to rely on her own resources in technological development and expansion. It may well be part of India's failure to develop science rapidly that her industry had too much of a helping hand from outside. By relying on ready-made importation of much of her new manufacturing capacity, she has gained a little time, but lost the incentive for creating her own technology. The Chinese example has shown that copying and direct transplantation of European or American methods in Industry are by no means the most efficient way of solving the problems. Conditions in an Asiatic country are vastly different from those in Birmingham or Pittsburgh, and the Chinese tendency to develop their technological potential on lines suited to Chinese conditions has been most successful".

If science and technology are to advance and grow in India, we have also to do the same. This is his conclusion.

As a matter of fact, we are going to have a fifth steel plant. But we are thinking in terms almost of a package deal. In Bokaro also, we have done away with Indian consultants. What is the policy of our Government? We are forgetting that however attractive foreign assistance may be at the outset, it has a retarding effect on our national endeavour. Although recently there were some changes announced, how far this dangerous policy is going to be checked is something that is yet to be seen in the future.

Regarding the Directorate of Extension Programmes for Secondary Education, a unit of the National Council for Education Research and Training has been carrying out examination results research. This unit has been working mainly over four States, and one of them where it has been doing intensive work is Rajasthan. I feel that this work can never

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be successful unless it spreads its intensive work in all the regions of India. It is surprising that this unit has done no compilation in the Centrally administered areas which are the most backward educationally. Take, for example, Manipur or Tripura. Nothing has been done so far as educational research is concerned or with regard to tabulation of examination results here. In this compilation there is a remarkable fluctuation in results. It is intriguing. In Andhra I find that the average is 40 per cent in 1962, 44 in 1963 and 63 in 1964. These are the Higher Secondary School leaving examinations. Coming to Delhi, the figures are 80, 74 and 72. It is more surprising in the case of Madhya Pradesh where the figures are 70, 69 and 60. Some of us are very happy that Madhya Pradesh is advancing very rapidly. In the case of Mysore it is shocking. The figures are 31 per cent and 30 per cent. I cannot believe it that the students of Mysore are supposed to have an average of 31 per cent pass when Madhya Pradesh has 70 per cent pass. Rajasthan has 66, 72 and 71. It is clear to us that there is something wrong with the standard. I know this because I was myself an Examiner in the university papers. It is very interesting that I see no compilation for Madras and for Kerala which is most advanced as far as literacy is concerned, because it is the most literate State.

I feel this is because, instead of decentralisation of work and having regional offices, some officers always like to stay in Delhi. They do not like to go and live in the various regions. I see enormous amounts drawn by them as their T.A., D.A., journey fare, duty pay, incidental charges, etc. Why should it not be decentralised with field units in various States where these officers can be posted and made to work according to a Central plan? This will give the best result.

One word regarding the Survey of India. Why is the Survey of India pushed into the Education Department, I do not know. Either it should be put into Mines or into some other Department. Otherwise it gets completely ignored. About the Survey of India, I am only talking of one point. There is a promise which was given by Prof. Humayun Kabir when he was the Minister in charge, that anomalies in pay-scales and conditions of service of the Survey of India employees would be redressed by the time of the budget in 1963. I would beg of the Minister to please look into this matter. This promise was given. Let it be fulfilled. Nothing has been done up till now.

Regarding contingency labour, I want to say that the Survey of India personnel are working in Ladakh and the Rann of Kutch and everywhere. They are doing topographical survey work. For years they are not made regular and all their past service as contingency labour is wiped off and written off until made regular. They are not put under the Workmen's Compensation Act. Actually in the Ladakh area there are cases where they have been injured because of frost-bite. But being contingency labour, they do not get workmen's compensation. I would like the Minister to look into this.

With regard to rare manuscripts of our great writers and poets, Mr. Chagla promised that he would do everything in order to look after these. I find there is a small little section in the report which says that it has been decided to purchase such documents in consultation with the Advisory Committee set up for the purpose. It is not a question of purchase. Our Bengali paper carried an excellent article by Mohanlal Gangopadhyaya one of Rabindranath Tagore's grand nephews who owns several rare manuscripts in Tagore's own writing. His beautiful pictures are also with him. It is said that our Government has not got the wherewithal to preserve these documents. We are often told that we do not have the foreign exchange to get the material for preserving all these documents. Mr. Keshavan is

the National Library—that worthy institution in Calcutta—was very much interested in this preservation work. After he left, nobody has bothered about it. I would urge that Government should not only think in terms of buying these rare manuscripts. Certainly they should be bought. But can you preserve them properly? Everybody dose not think of only keeping these manuscripts back from the Nation in order to get the highest price. The real thing is that there are people like Mr. Gangopadhyaya and there are other people like Khiti Mohan Sen's family and Kedar Chattopadhyaya of the Modern Review who have openly stated that they are prepared to part with the manuscripts if they are assured of their good preservation. Will the Government of India be really prepared not only to buy it, but to preserve it, especially the pictures and paintings, beyond the stage of getting destroyed, so that these things can be kept as a national treasure for ourselves and the generations to come?

This Ministry is an enormously important Ministry because it creates the base of democracy of all nation-building activity. It gives breadth to our vision; it teaches us our national ideals treasuring the great things of the past mingling them with the modern outlook of a scientific, national age.

Let us beware of too much dependence on foreign experts and know-how. Let us remember what we have already been told by many people who do not belong to our country that they are surprised that though we have got so much of national talents we are always hankering and trying to get foreign expertise even when expertise is available in our own country.

Shri Fatehsinhrao Gaekwad (Baroda): Mr. Speaker, Sir, this is a Ministry which can only claim a very sad, historical background. Since independence we all know that education has never enjoyed the priority it should have got in the process of nation-building. It should have been accorded, according to me, the same degree of higher priority as food production and population control. But alas, the importance of this Ministry has depended on the importance of the Minister. The result has been that education is in a chaotic state and all that we are achieving is letting loose on society mass-produced, half-baked graduates, in arts particularly. In fact there seems to be some kind of hoodoo haunting the subjects controlled by this Ministry.

13.38 hrs.

[SHRI R. K. KHADILKAR *in the Chair*]

Since in the time allotted to me it will not be possible to dilate on the subject in detail, I shall concentrate only on one aspect, namely, sports, which comes under this Ministry and to which this Ministry has graciously condescended to spare exactly 1½ pages in their 192-page Annual Report.

Mr. Chairman, Sir, some years ago, in 1954, the Government decided that it was high time they took an interest in sports. A high-power committee of experts was set up to advise the Government. No office-bearer of a national sports federation was eligible for nomination on this body. The result was, of course, that only people who were *persona non grata* with the national federation could become members of the AICS with consequences that could have been foreseen. Anyway, great things were expected of the AICS. But let us see how it has so far functioned. Instead of being an advisory body to Government on matters of sports, it soon turned into a charitable institution recommending grants to national federations and that too without any guiding principles, except intuintion to go by. When heavily criticised, the AICS started a new thing. It sent out a model constitution to national federations to adopt and at the same time pointed out some of the shortcomings in the existing constitution.

[Shri Fatehsinhrao Gaekwad]

One of the main provisions of the model constitution laid down the term of office for the President and other office-bearers. For instance, only one three-year term was laid down for Presidents of National Federations. This sounded quite reasonable until it was discovered that this did not apply to the office of the President of the AICS itself, who could be re-nominated to office for any number of terms.

However, this august body was still not satisfied with the great work they had done. We all remember now, not so very long ago, they made a laughing stock of themselves by further trying to display their knowledge of sports when they tried to prune the size of our Olympic contingent to Tokyo, and how, failing to do so, were forced to eat humble pie.

This was still not the end. The grand finale was seen at Tokyo itself. This august body which failed to cut down the size of the Olympic team, itself sent so large a team of experts and observers that they almost outnumbered our athletes! And all that they were seen doing in Tokyo was displaying spurious blazers and collecting transistors gifted to our athletes!

I should very much like to know from the Education Minister whether all these very knowledgeable observers have submitted reports to the Ministry; if not, why not; if so, will copies of their reports be available to those of us here interested in sports?

Having pointed out some of the glaring defects in the working of the All India Council of Sports, I should like to suggest some points for the consideration of the Ministry for the better working of the All India Council of Sports.

Firstly, I feel that National Sports Federations must be given representation on the All India Council of Sports. Today decisions taken by the AICS, although directly affecting the National Federations, do not take into account the difficulties experienced by them, and are almost taken *ex-parte*.

Secondly, there is a feeling amongst the National Federations that while they control the game itself, they are completely ignored when major decisions affecting them are taken, decisions which are then sought to be foisted on them. While preserving the autonomy of the National Federations, I feel that the All India Council of Sports should make them partners in the task of developing sports in this country.

Thirdly, while dishing out grants should be one of its functions, the main function, I feel, should be the improvement of the standards of sports, standards of sports equipments, and to persuade State Governments to provide more playing fields. Today the AICS can only recommend grants. The final sanctioning authority is still the Ministry of Finance, although that Ministry is represented on the AICS by a very high official of the Ministry, the present Member, I gather, being no less than the Secretary for Revenue and Expenditure. It looks rather strange, if not embarrassing, to the Ministry's representative on the AICS that cases vetted at such a high level should be subject to review in the Ministry of Finance when such cases are put up for formal approval. An obvious solution would be for the AICS to get from the Government an annual allocation of foreign exchange.

Fourthly, all States Sports Councils, in whichever States they exist, must come under the direct control of AICS which will then be in a position to look after the interests of sports in every corner of the country.

The National Institute of Sports, housed in that white elephant at Patiala, must come under the wing of the AICS, for, I feel, that after all coaching and the production of coaches should form an important function of the AICS.

The AICS must be the sole recommending body as far as conferring of awards is concerned. The Padma awards today are in the hands of the Home Ministry, but may I submit that as far as sportsmen are concerned, the Home Ministry is not the best judge of merit in this field?

For instance, it took Government three years to recognise the unique achievement of Wilson Jones in bringing the World Billiards Title to India. And he had to do it again before it was recognised. Look at how the Education Ministry itself feels! On page 97 of its Report, the last but one paragraph mentions:

> "The only women athlete Stephie D' Souza, broke the National Record in 400 Metres."

> "India retained for the second time the World Billiard Championship."

There is not even a mention of Wilson Jones.

In the past, we have honoured people for a single brilliant performance, Captains for being Captains of winning teams, and some very mediocre sportsmen. I should like to know why people like Vijay Merchant, Vinoo Mankad, Lala Amarnath and Ghaus Mohammed have been ignored. Is it because they have no godfather in the right place?

Speaking at the First Sports Congress in 1962, I had suggested three principles for guidance in selecting recipients for Padma awards. Firstly, the award or title should only be bestowed upon a sportsman for continuous meritorious service to the sport in which he has excelled, and not for a single performance. Secondly, the honour must only go to the sportsman after he has announced his retirement, never while he is an active player. Exceptions to this rule can, however, be made in sports like billiards or golf, as it is possible to continue playing them till a very late age. Thirdly, in team games, the leader should never be picked out for his leadership, although he can certainly be honoured for his individual performances provided he qualifies under the first two rules.

As a sportsman, I have great faith in the present Education Minister, and I am confident that under his stewardship the cause of sports in the country will benefit and that it is in excellent hands. I am equally sure that he will rectify the past mistakes and misdeeds of this Ministry as far as possible.

Maharajkumar Vijaya Ananda (Visakhapatnam): I thank you for giving me an opportunity to speak, and since sports comes under this Ministry I had chosen to make this request to be given a chance.

Before I speak on sports, let me congratulate very warmly the hon. Minister, the Deputy Minister and the entire Ministry for the yeoman service they have done in furtherance of education and also in furtherance of sports.

I am not prepared to accept that the Ministry has not done its best. I am coming in conflict with that my hon. friend has just said, but I will say that the Ministry has done its best. It has its limitations, and it has inherited a state of things because of which it would take a long time for it to improve matters, although they have attempted to do so in a very sporting way, in a useful manner. They have done so.

May I just say a word about education as we knew it? In the school, when the class teacher came into the room, we had never even the courage to look up and see him. Our heads were always bowed before him. The teacher had love of the students. The students had respect for their teacher. Now, neither is the case. The reason for that, to my mind, is that in the British days we whipped up the national spirit among the youth, indulged in slogans, asked the students to take to activities that were all right

[Maharajkumar Vijaya Ananda]

for those days. But that malady has continued and today it has come like a boomerang back on us. The result is that the student indiscipline has reached dizzy heights. As for the teacher, his condition has become more difficult. His salary, his pay and his emoluments are so poor that he cannot cope with the present high standard of living. In this connection, I would like to pay my warm tribute to the hon. Minister who is a great crusader and who has fought for the betterment of teachers.

While on this subject, I would like to say that each State functions in a different way so far as education is concerned. When our Constitution was made, how I wish that this had been made a central subject! I do feel even now that, with the experience we have gained during the last 18 years, education should be taken over by the Centre. I think then education will be in very good hands and it will make a steady progress.

Before I go to sports, I must mention that by the end of Third Plan, the number of school-going children in primary schools in the age-group of 6—11 is expected to be 77.8 per cent and 31.6 per cent in the age-group of 11—14. 52.4 lakhs of students are expected to be in secondary schools. There are nearly 15 lakhs of school teachers in this country. This shows the magnitude of the task before this Ministry and I congratulate them on the way they are hadling it. There are 62 Universities with approximately 15 lakhs of students. The total demands of the Education Ministry are 68.59 crores. I am only giving rough figures and I do not want to be stopped by the hon. Minister; I know he is a very good wicket-keeper. Unfortunately, only 264 lakhs of rupees have been allotted for the promotion of sports and physical education. I think this is hardly sufficient for the promotion of sports and physical education in a country of this dimension. The Kunzru Committee has made certain observations in this regard. Physical education needs special emphasis. Healthy body is a precondition for a healthy mind. I thus feel that National Fitness Corps Programme should be vigorously enforced. The Kunzru Committee has rightly recommended that at the school stage there should be an integrated programme woven into the fabric of educational system and consisting broadly of a basic curriculum compulsory for all and an optional curriculum. This was what the Kunzru Committee had stated in its Report. Physical culture should go hand in hand with mental culture.

In other countries, whenever they take part in International Olympics, they take much more care and they have a special arrangement for it. I would like to emphasise that, since our performance at Tokyo was none too good and not a very happy experience, we should take up this in right earnest. More governmental attention and patronage is the need of the day.

My hon. colleague who preceded me just now mentioned something about the Sports Council. He stated that the observers who had gone to Tokyo might not have made a report. I want to tell my hon. friend that a report has not only been made by them but it has been studied by everybody in the Council and put on record also.

Shri M. R. Krishna (Peddapalli): He knows it; he only wanted it to be made clear.

Maharajkumar Vijaya Ananda: When the hon. Education Minister was addressing the Sports Congress, he made a wonderful speech. In that speech, while stressing all aspects of physical culture, he stated that this Council should not be merely a doling out body. Having said that, it spurs me on to say, why cannot a Bill be brought forward by this Ministry before Parliament in order to make the Sports Council a statutory body, some

thing like the University Grants Commission. Then, whatever they will do will have a sanction behind it; it will be respected by the Federation. The result will be that sports in this country will receive particular emphasis. If this Bill were to be introduced and passed by Parliament, the Education Minister for the first 3, 5 years, or so should be its first Chairman to guide that body. We all know that he is a geat sportsman and a cricketer in the truest sense. Then the authority of the Sports Council would be respected. I agree with my hon. colleague when he says that today the Council is only a doling out body. But I am not prepared to say that we did not do any work. The Sports Council has done Yeoman's service to sports in this country. I must pay my tribute to the officers who have assisted the Sports Council in its work.

Now, I would like to mention something about the foreign teams coming to this country. When we go to foreign countries, we get a share of the gate money. If we are a flop and if we are not an attractive team, then we stand to lose. But, let us see what happens when a foreign team comes to our country. We guarantee them a lump sum, which is precious foreign exchange. Let the foreign teams come here; we welcome them. Let them play and earn their share of the gate money. If they are an attractive side, they will get more. They will arrange for their hotel accommodation as we do when we go to a foreign country. I would like the Education Ministry to take up this matter and to insist that the foreign teams which come here must be treated in the same way as when we go there. In the British days it was all right and it was all right for 5 or 6 years after the British days because things had to be done that way Now at least, after 17 years of independence, we should take to turnstile. Whatever earnings are there, it will be accounted for. If there is loss to them, it is their own business and if they gain, let us say good-luck to them. I would stress that point. This is what we get when we go to foreign countries. We pay for their fare. We receive them and keep them in good hotels. We pay for their lodging and take them in luxury buses for sight-seeing with the result that they take back to their country a handsome amount of foreign exchange I want them to earn it and not like this. They must be treated in the same way as we are treated outside.

I would like to pay a tribute to Mr. Chagla, because if anybody made Kashmir's case look 100 per cent Kashmir it was he. When he went to the United Nations, the impact of his speech was so tremendous that people from outside countries are still talking about. He gave the clarion call in this House when he said on the language issue, 'I know my friends I am not an educationist; I am neither a jurist, but I am an Indian and I stand for the unity of this country'. That was the clarion call he gave long before the Madras incidents. If only that wisdom of Mr. Chagla had been adhered to or taken notice of by the people of Madras, the language disturbances which brought about so much blood and so many deaths would not have occurred.

Finally, Sir, I would mention that sports in this country have become a racket. Take any game—foot-ball and so many other games. There are so many things in life which unfortunately are not so clean. We should see that no black-marketing takes place at least in sports. Let there be no such thing as racket in sports. I would like the Minister to take note of this point.

14 hrs.

Lastly, I would like to say something about the Banaras Hindu University Bill. I request the Ministry to go full steam ahead. This has been pending for so many years, so that

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after this Bill is enacted the existing make-shift arrangements would come to an end. The word 'Banaras' has been obliterated by our politicians and the word 'Varanasi' has come into the place. Why should it be called as Banaras Hindu University? Why should it not be called as Madan Mohan Malaviya University in memory of that great man? He was a great man and he was a silver tongued orator. I do not know whether it was he or Motilal Nehru who made the longest speech in Parliament. He was a silver tongued orator. He was second to none in the matter of fighting for the freedom of this country and it is painful for me to say that I do not find a statue for him in Delhi. He was the president of the Congress. He was the man who made this great university, the biggest in India. So, I request the Ministry to ask the Cabinet Ministers to sanction so that we can see a statue round about Parliament House to perpetuate his name. Politicians have changed it to Varanasi university; it should be called Madan Mohan Malaviya University. With these words, I thank you once again for giving me an opportunity.

Mr. Chairman: Shri Barrow.

श्री रामेश्वरानन्द (करनाल): सभापति महोदय, मेरा अवसर कब आयेगा !

सभापति महोदय : आपका नम्बर आयेगा ।

श्री रामेश्वरानन्द : पार्टी की दृष्टि से तीसरा नम्बर है कोई दया तो नहीं है ।

सभापति महोदय : अभी आयेगा ।

Shri Barrow (Nominated—Anglo-Indians): Mr. Chairman, at the risk of sounding platitudinous, I venture to assert that India is facing the greatest challenge in its long recorded history of 6000 years.

Prof. Toynbee has formulated an interesting theory that nations survive or disappear as they make or fail to make adequate response to the challenges that face them. In my view the planning of adequate and proper response to meet the challenges facing the country is essentially an educational task. If we cannot frame adequate responses to these challenges then there is a very gloomy future for this Nation.

What are the challenges that are facing us? There is the challenge from China and Pakistan, a challenge which is not only economic, political and diplomatic but above all military; the challenge of poverty accentuated by an unprecedented population explosion; the challenge of changing the traditional bases of our society into a society based on science and technology; the challenge of language and the challenge of caste.

Sir, what is the picture around us: corruption in public life, inefficiency in the administration; disorder and indiscipline in our educational institutions. I do not believe that the educational response will not be found in any revolutionary ideas and plans or plans but in the proper implementation of ideas, well-known and well-tried which have been formulated both in this country and abroad. But the critical factor in this is the factor of administration. The excuse for failure which is an umbrella excuse is education is a State subject.

Having made this general analysis I will now translate these objectives into educational terms. If democracy has to survive we have got to make it meaningful; we have got to make it a way of life. Both China and Pakistan are threatening not only democracy in India but through India democracy in the world and they are doing this by a process of altrition; they want to wear us down politically and economically. What is the educational response? We must con-

solidate democracy. How are we going to do this? We must implement as soon as possible the directives given in in article 45 of the Constitution. I believe that the aim now is to implement this by 1981. We talk in terms of crash programmes but our programmes are always crashing. I feel that this programme must be given a higher priority.

To remove poverty and to provide a scientific basis for society, to meet international competition in the economic field we must at the secondary stage provide more and more technical education and vocational courses. To remove the forces of disunity the Universities must provide on intellectual elite with proper leadership, leadership of the highest quality.

I summarise these objectives in the words of an Indian educationist: at the elementary stage what is required is quantity, at the secondary stage, diversity and at the university stage quality.

What is the main obstacle preventing the attainment of these objectives? Our main difficulty is our policy, is our attitude towards our teachers. The whole approach to our teachers is wrong. I want to stress this that education is no longer a social service; it is a national investment. I feel that the words of Prof. Whitehead have particular significance for us:

> "In the conditions of modern life the rule is absolute, the race that does not value trained intelligence is doomed....Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated."

I believe that there can no trained intelligence without intelligent teachers, good men and true workers.

What happens is, as soon as our primary and secondary teachers agitate for better emoluments, our Ministers give them advice. I think their protest should be in the words of the Lady in the play, Gentlemen Prefer Blondes, who says: 'A kiss on the hand is all very fine. But a diamond bracelet will last a lifetime'.

There is no good getting advice; we cannot fill empty stomachs with sweet words. Let us face this problem. We cannot give our teachers even a Morarji 14-carat bracelet but let us appreciate their material difficulties. What is the position taken up by the Ministry? The Secondary school teachers made a demand for the Secondary Education Grants Commission. What does the Education Ministry say? The Government of India has examined the position; and fiind that they have no legal authority under the constitution to establish a statutory body for this purpose.

If it is necessary for us to amend the constitution, if the Minister is serious about providing better remuneration for teachers, then, let the Education Minister come forward with an amendment to the constitution. There can be no other remedy. If we want good teachers, the only remedy is by providing better emoluments.

The Emotional Integration Committee of which I was a member, made a recommendation to the effect that there should be a Pay Revision Committee. I am glad that the Education Minister is now present. This recommendation was submitted to the Central Advisory Board of Education. The Central Advisory Board of Education asked the Education Ministry to take this up with the Planning Commission and up with the State Governments. The Education Ministry now say that the setting up of such a Committee—I am referring to the Pay Revision Committee—will give rise to hopes in the teaching body. The Education Minister in

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effect says to teachers. "What the Dickens. You may have "Hard times," but no "Great Expectations," for you!

If he is serious about providing good teachers, then, he must approach the problem with imagination and vision. If it is necessary let us amend the constitution and provide a Secondary Teachers' Grants Commission. In the meantime there is the National Commission on Education. Let us refer the question of the revision of the teachers' pay scales to this Commission, but I would ask the Minister to see that at every stage the teachers are consulted.

What is he attempting to do at the present moment? He told us yesterday, 'I am going to ask for national pay scales'. But, he is going to do this in consultation with the State Governments? This is not sufficient.

Let us examine the proposition. Are we investing enough money in Education? The Kher Committee recommended that 10 per cent of the Central revenue should go into Education and 20 per cent of the revenue of the States. Can the Minister tell us whether this amount is being invested on Education? If it is and it is too little, the position should be reexamined.

I would like the Minister to take the Teachers and the Teachers' representatives into consultation. They say that they are going to meet the shortage of teachers. How are they going to do it? It is proposed to introduce the Practice and Theory of Education as a compulsory subject in the higher secondary course. I say, this is completely uneducational; as it is, the curriculum at the higher secondary stage is overloaded. Apart from educational considerations, what is the position today? 80 per cent of the pupils who are doing higher secondary course are in urban areas. After they have done higher secondary course, the Ministry wants them to do one year's service as teachers. We are going to let loose all these teenagers on the countryside. Who will look after them? They will require somebody to look after them. Let us be practical about these things. Merely having crash programme without going into the root causes of these matters is not going to help us at all. I would make a plea to the Education Minister. Let us have the association of certain representatives with vision. So far as the pay scales of the teachers are concerned, if necessary, let us amend the constitution.

At the secondary stage require diversity but we find that there is no proper coordination. The Education Ministry now controls technical education. It does not control Agricultural education. It does not control I.T.Is. Here, in the field of education, the Minister must explore all forms of education between the ages of 14 and 17. Most of this training, vocal training or technical training, must come under the Education Ministry. At present there is no coordination. We require a large supply of skilled workmen of men with inventive genius. Once again at this stage, with diversity in our courses, we must have more and more trained science men and men who can man our technical institutions. It is therefore absolutely essential that these teachers should be said salaries comparable with the salaries which are available in the market, I mean the employment market. In Russia they upgraded sometime in 1945 the salaries of science teachers so that it become lucrative and remunerative for men who had science degrees to take to the teaching profession, rather than other forms of employment.

Once again, I ask the Minister to tackle this problem of teachers' salaries with imagination, not to go to the State Governments and say 'I am going to pay you so much'. But the remainder you will have to find. The State Governments have not got money.

I cannot understand this. The Education Minister thinks that the Correspondence Courses are the panacea for all educational ills. It looks as if correspondence courses are an absession with the Education Ministry. At the degree stage, granted; for untrained teachers, permissible, but at the secondary stage, Correspondence Courses are absolutely uneducational, unless these correspondence sources are for persons who have not had the opportunity of having secondary education and are employed and they want to better their prospects I repeat 80 per cent of the students of the Secondary Courses are in the urban areas. You are going to have more and more candidates for taking to academic courses and there will be no diversity at all at the secondary stage. The Minister may quote the example of Australia but Australian conditions are entirely different. If these Courses could be used in the rural areas it would be a different thing, but they cannot be used in the rural areas. I see from the Education Ministry's Report that they are going to start these Correspondence courses in the next academic term. I would ask the Education Minister to pause and have this matter examined.

At the university stage if we are to aim at quality, then, there must be selection. At present candidates who pass with 40 per cent marks, must be admitted to the Universities. We cannot have quality in the University with students who can only get 40 per cent marks. We should provide more and more of technical and vocational courses at the secondary stage, at the end of 10 years of school life, so that men of intellectual quality ever our universities and the numbers in our colleges and Universities are reduced.

There are too many students per teacher at the university level compared with international standards.

I refer to two of the main recommendations of the Sapru Committee.

1. University and higher education should be transferred from the State list to the Concurrent List; and

2. Professional Education, including medical, agricultural, engineering and law, should come within the purview of the University Grants Commission.

These are important recommendations, and unless these recommendations are accepted I do not think our university education is going to reach international standards.

With regard to the Indian Educational Service, this must not only be an administrative service. It appears that the Indian Educational Service is going to be maintained as an administrative service. We must have the services of the members of this Indian Educational Service in our universities and colleges. And, may I make this plea, Sir, that minority schools should come, for administrative purposes, under the members of this Service. I find, when I go from State to State, that the officials are not aware of the rights of minorities. I have mentioned this before. I went to one of our large States, and what did the the Education Secretary there tell me? He said: "your Anglo-Indian schools will go out after a few years". I asked: "Why?" His reply was: "After all, how can they continue"? "Are not you aware of article 30 of the Constitution?" I replied. He was really not aware that there was Article 30 in the Constitution.

I say that the Secondary Education Bill that has been drawn up will have to be revised. Whilst I am speaking on this. I would ask that if any Bill is brought forward it should be a comprehensive measure which will deal with all aspects of education. Shrimati Renu Chakravartty mentioned private institutions. Let such a Bill deal with all types of institutions and let it be a comprehensive bill like the Education Act of the United

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Kingdom of 1944; piecemeal legislation is not going to help.

Sir, the three-language formula needs to be considered by educationists. We cannot pay our teachers. We cannot pay our primary school teachers, we cannot pay our secondary school teachers. I have worked out the implications in terms of teachers. If we introduce the three-language formula at the end of Standard V or in Standard V, what will we require per year? For the middle school stage we will require 16,000 teachers per year in the Fourth Plan and 15,000 per year in the Fifth Plan; for the high school stage we will require 7000 teachers per year in the Fourth Plan and 7000 teachers per year in the Fifth Plan; at the higher secondary or intermediate stage we will require 2800 teachers per year in the Fourth Plan and 3000 teachers per year in the Fifth Plan. How are you going to pay them? Secondly what value is the three language formula going to have, when most of our pupils finish by going the end of Standard V? I agree that in every State there should be men at university level who know not two, but three or even four languages. We want language leadership. I have also been told by people, when I go down from place to place, that by making the third language compulsory we create resentment among children, because if they fail in the third language then they fail in the class and they are not promoted. Let us not make it compulsory, let us make it optional and let them study the language which is going to have more educational value for them.

Shrimati Renu Chakravartty just talked about having 14 languages for U.P.S.C. examination. She said 12 languages I think for the UPSC examinations. I have perhaps more experience of examinations and examination techniques than most Members of this House. It is going to be utterly impossible to coordinate standards. It is going to be utterly impossible even to get examiners. We will have to select examiners who know almost all the languages. It is not a question of only knowing the languages, it is a question of knowing the content of the subject which they are going to examine. It is going to be impossible to find sufficient persons to set papers and to modernate them. I know the difficulty of standardisation. Standardisation is not carried out in our examinations. Shrimati Chakravartty gave the example where 31 per cent of the candidates passed in Mysore State and 70 per cent in Madhya Pradesh. If we were to standardise the results of all these candidates then we will get a proper picture of the results in the different States.

Finally, Sir, I want to protest against this—continuing reference in this House to English as a foreign language. English is my mother tongue. It is the mother tongue of my Community. The Minister of Education, when he was Chief Justice in Bombay, in his famous judgment, has said: "In the eye of the law, English is an Indian language because it is the mother tongue of the Anglo-Indian community."

श्रीमती सहोदरा बाई राय (दमोह) : सभापति महोदय, महिलाओं को भी मौका मिलना चाहिये ।

श्री लखन दास (शाहजहांपूर) : सभापति महोदय, बहुत दिनों से न जाने कितने पर्चे भेजने के बाद आज मुझे बोलने का मौका मिला है। यों तो न मुझे और नहीं किसी और को शिक्षा मंत्री जी के योग्यता के बारे में कोई सन्देह है और न हो सकता है और नही इस बारे में कोई दो रायें हो सकती हैं लेकिन वह योग्यता जो गरीब के काम में न आये, उस योग्यता से क्या काम, उस योग्यता का क्या लाभ। हमारी गवर्नमेंट यह न समझ लें कि मैं कोई विरोधी हूं। मैं विरोधी चुन कर आया हूं, लेकिन हमेशा कांग्रेस के साथ वोट करता रहा हूं । मैं शिक्षा मंत्री जी को बता देना चाहता

हूं कि 85 परसेंट गरीब जनता के भाग्य के साथ वह खिलवाड़ न करें पांच या छः परसेंट शिक्षा मंत्रालय के लोगों के लिए या बड़े बड़े लोगों के लिये तथा उनके बच्चों के लिए वह 85 परसेंट लोगों पर अंग्रेजी न लादें। आज यह अंग्रेजी लादी जा रही है। उनको नौकरियां दिलाने के लिए अंग्रेजी दूसरे लोगों पर लादी जा रही है। मैं कहना चाहता हूं कि जिस देश की कोई अपनी निज की भाषा नहीं होती है वह देश आजाद नहीं रह सकता है।

हमारे देश की चौदह भाषायें हैं। मैं कहना चाहता हूं कि बंगाल के लोग, मद्रास के लोग या किसी और प्रान्त के लोग किसी एक भाषा को मान लें लेकिन अंग्रेजी के पीछे किसी भी सूरत में न पड़ें। उनके प्रदेशों में भी कितने गरीब ऐसे हैं जो अपनी प्रादेशिक भाषा ही जानते हैं, अंग्रेजी नहीं जानते हैं। उनका हित किस में है, इसको भी वे देखें। जो लोग अंग्रेजी को हटाना नहीं चाहते हैं वे इसलिए नहीं हटाना चाहते हैं कि वे पांच या दस परसेंट जो उनका नौकरियों में हिस्सा है वह कायम रहे।

आप देखें कि सत्तरह अठारह वर्ष पहले हिन्दी को राष्ट्रभाषा मान लिया गया था। इतने वर्षों के अन्दर मद्रास के लोगों को, बंगाल के लोगों को तथा दूसरे प्रान्तों के लोगों को समझाया बुझाया जा सकता था और वहां पर हिन्दी का प्रचार किया जा सकता था। अगर ऐसा किया गया होता तो जितनी दुर्घटनायें वहां हुई है, जितनी हानि वहां हुई है, वह न होती। इस में तो हमारे मंत्रीगण तक आवेश में आ गए या अपनत्व में खो गए। उन्होंने यह याद नहीं रखा कि हमने किसी वक्त क्या प्रतिज्ञायें की थीं, अपने सूबे के लिए तथा तमाम देश के लिये। ऐसे बयान देकर क्यों उन्होंने देश का इतना नुकसान किया ?

अधिक न कहते हुए इतना मैं अवश्य कहना चाहता हूं कि कोई भी शिक्षा, विज्ञान की शिक्षा या टेक्नीकल शिक्षा, अगर आप कोशिश करते तो देशी या प्रादेशिक भाषाओं में आप दो चार वर्ष में सिखाने का प्रबन्ध कर सकते थे। उनका साहित्य बड़ी आसानी से इतने समय में तैयार कर सकते थे। उसमें इतना समय नहीं लग सकता था जितना आपने लगा दिया है। हमारे मंत्रालय के अधिकारी और हमारे मंत्रीगण उसको नहीं चाहते। मैं बार-बार यह प्रार्थना कर रहा हूं कि जितनी किताबें चाहिये उन को तैयार करने में ज्यादा समय नहीं लगना चाहिये क्योंकि आप बहुत ज्यादा दिन तक गरीबों के साथ खिलवाड़ नहीं कर सकते। 5 या 10 फी सदी आदमियों को खुश करने के लिये 90, 95 फी सदी हिन्दुस्तान के रहने वालों को भूखा और नंगा हम नहीं देखना चाहते।

मैं तो कांग्रेस से यह कह रहा हूं। जब भी मैं कांग्रेस के बारे में ऐसी बात सुनता हूं तो मेरे हृदय की गति तेज हो जाती है। मैं उस की बुराई नहीं सुन सकता। आज कल कांग्रेस में न रहते हुए भी मैं ऐसा कांग्रेसी रहा हूं जिस के पास आधा बीघा भी जमीन नहीं है। मैंने सब कुछ देश के लिए मिटाया लेकिन गुट-बन्दी के कारण उनकी सेवा नहीं कर सकता। हमारे सूबे में यह कहा जा रहा है कि हमारी समाजवादी ढंग की सरकार है लेकिन उसका कोई भी काम समाजवादी ढंग का नहीं है। अब भी हमारे यहां मास्टर इस प्रकार के हैं जिनको 60, 60 रुपये महीना वेतन मिलता है 50, 50 रु० महीना वेतन मिलता है। जब चाइना आक्रमण हुआ था तब उनमें से किसी ने 40 रु० महीने रक्षा कोष में दिये थे किसी ने 20 रु० महीने दिये थे और अपने आप भूखा रहना पसन्द किया था। यह शिक्षकों का समुदाय जो हमेशा कांग्रेस के साथ रहा अब भी बुरी हालत में है। उस की तरफ आप लोगों का कोई भी ध्यान नहीं गया। इस लिये जैसा शिक्षा मंत्री जी ने कहा, प्राइमरी अध्यापकों का वेतन 100 रु० महीने से कम नहीं होना चाहिये। इस को जल्दी से जल्दी किया जाना चाहिये।

श्रीमती लक्ष्मीबाई (विकाराबाद) : सभापति महोदय, मैं सबसे पहले मंत्री महोदय को मुबारकबाद देना चाहती हूं । वह बहुत अच्छा काम कर रहे हैं । और वह टीचर्स के वेतनों में और सेन्ट्रल सर्विसेज में भी उनको शरीक कर दिया है, कुछ परिवर्तन लाये हैं । टीचर्स हमारी एजुकेशन की बूनियाद होते हैं । हम उनके बारे में इतने साल से कह रहे हैं लेकिन टीचर्स की यह बदकिस्मती है कि उनको इतने पीछे डाल दिया गया है । अब इस मिनिस्ट्री से उनका उत्साह कुछ बढ़ रहा है । इस के लिये भी मैं मंत्री महोदय को धन्यवाद देती हूं ।

मैं कुछ बातें कहना चाहती हूं जनरल एजुकेशन, बेसिक एजुकेशन, गर्ल्स एजुकेशन आदि पर । यह विद्या इतनी महत्वपूर्ण चीज है जिसका ठिकाना नहीं है । बच्चा यहीं से अपना कार्यक्षेत्र बना लेता है और होशियार होता है । यहीं से निकल कर वह दूर महकमे में जाता है । कोई भी महकमा हो इन्सान को इसी से होकर, इसी से गुजर कर, जाना पड़ता है। चाहे लड़का हो या लड़की हो हरेक इन्सान पाठशाला से ही बन कर जाता है । इन्हीं पाठशालाओं से हम नेता और विद्वान पाते हैं लेकिन उन के टीचर्स की तरफ हम तवज्जह नहीं देते हैं । हमारे आंध्र में कहा जाता है कि जिस को कोई काम नहीं मिलता वही टीचर बन जाता है । जो बच्चे हमारे बादान होते हैं उनको भी वह टीचर्स बनाते हैं । हम देखते हैं कि पिछले महीने धनबाद में बच्चों ने कितनी गड़बड़ की । उन बच्चों की हैमियत क्या है लेकिन वह डाक्टर्स के घरों में घुस गये, हास्पिटल्स में घुस गये और वहां पर डाक्टरों को काम नहीं करने दिया । डाक्टर्स डर के मारे घरों में बैठे हुए थे लेकिन बच्चों ने उन के घरों पर जा कर उनको मारने का विचार किया । आज ऐसे बच्चे तैयार होते हैं ।

हमारा एजुकेशन डिपार्टमेंट आज करोड़ों रुपये खर्च करता है लेकिन वह सब खर्च फजूल हो रहा है । खुसूसन हम बच्चों के गेम्स के लिये, यूथ फंक्शन के लिए और इस तरह की दूसरी चीजों पर 3 करोड़ रु० खर्च करते हैं। उनका नाच और डान्स करवाते हैं । उन का काफी समय इस में निकल जाता है । वह जो चाहते हैं करते हैं उन से कोई पुछने वाला नहीं है । उनके लिए कोई जिम्मेदार नहीं होता । लेकिन इस के लिय मैं बच्चों का कुसूर नहीं मानती । अगर 40 परसेन्ट बच्चों की गलती है तो उससे ज्यादा टीचर्स की गलती है । हमारे यहां अच्छे टीचर्स नहीं मिलते हैं । जो टीचर आते हैं वह आदर्श टीचर नहीं होते हैं । हमारी भाषा में कहते हैं कि गुरू साक्षात परब्रह्म । एसा टीचर होना चाहिय लेकिन एसा होता नहीं है । इतना रुपया खर्च करके भी हमारे यहां अच्छे लड़के और लड़कियां नहीं तैयार होती है । पुराने जमाने में स्कूलों में दीनियात अर्थात् एथिक्स और रिलीजन की शिक्षा दी जाती थी । इस तरह से बच्चे रिलीजस बनते थे लेकिन आज तो दीनियात का कोई स्थान नहीं है । आज गांधीयन मारिल्स और जवाहर लाल नेहरू की नीति हर पाठशाला में पढ़ाई जानी चाहिये । इस के अलावा आज तो हर चीज के लिये नोट्स चलते हैं । नोटस पढ़ो और आग चलते चले जाओ । इस से कितना वैस्टेज होता है । हम बच्चों को स्कुलों में पढ़ाने की तरफ तवज्जह देते हैं, उन के लिये हर एक इन्तजाम है, होस्टल्स है, उन के पास आरामघर हैं, सब कुछ है । लेकिन सब कुछ होते हुए भी 60, 70 परसेन्ट वेस्टेज होता है । आज जनरल एजुकेशन के लिये आपके पास काफी पैसा नहीं है । दूसरी कंट्रीज में हम देखते हैं कि टोटल रेवेन्यू का 10 या 12 परसेन्ट एजुकेशन पर खर्च किया जाता है, लेकिन आप के यहां टोटल रेवन्यू का कुल 2.5 परसेन्ट एजुकेशन पर खर्च किया जाता है। यहां पर टोटल रेवेन्यू 2343 करोड़ है जिसमें से कुल 63 करोड़ आप को

आप में पैसा लेने की भी ताकत नहीं है । 2.5 परसेन्ट खर्च करके हम क्या कर सकते हैं ।

आज आपके पास पैसा भी नहीं है और टीचर्स भी अच्छे नहीं है । स्कीम तो आपके पास बहुत दिखलाइ पड़ती हैं लेकिन उन के बारे में कुछ होता नहीं है । आपकी नियत में कुछ फर्क है। बात यह है कि कुल 63 करोड़ रुपया लेकर आप गर्ल्स एजुकेशन पर कितना खर्च कर रहे हैं इसका कोई हिसाब नहीं है । आपको पैसा ही ज्यादा नहीं मिल रहा है । यह सही है । क्योंकि गर्ल्स एजुकेशन में आप अधिक ध्यान नहीं दे रहे हैं । अभी मेरे एक मित्र कह रहे थे कि आज एक जस्टिस मिनिस्टर बने हैं । चूंकि वह जस्टिस रह चुके हैं इसलिये हम उन से जस्टिस चाहते हैं । मैं भी मंत्री महोदय के दरबार में जस्टिस चाहती हूं । जो दूर्बल हैं, जो वीक हैं उन लड़के लड़कियों के बारे में मैं अपील करना चाहती हूं । यहां पर शेडयूल्ड कास्ट शेडयुल्ड ट्राइब औरआदर वैकवार्ड कास्ट के लिये रु0 दिये जाते हैं क्या आपके पास अदर वैकवार्ड क्लास के लिये कोई प्राविजन है ? उनका नाम क्यों रखते हैं । आप उस को हटा दीजिये । उस के प्रिंटिंग का पैसा भी खराब होता है और उन लोगों को अमाउंट मिलता नहीं है । आप ने शिड्यूल्ड कास्ट और शिड्यूल्ड ट्राइब्स के लिए दो करोड़ रुपया स्कालरशिप्स के लिए दिया है । इतनी पापुलेशन को देखते हुए यह बहुत कम है । पिछले साल आप ने सेन्ट्रल आफिसर्स के बच्चों के लिए पचास लाख रुपया रखा था, उस को रिवाइज करने के बाद में 66 लाख कर दिया, एक दम 16 लाख बढ़ा दिया और इस साल के वास्ते उन के लिए 2 करोड़ 25 लाख रुपया रखा है । जहां पिछले साल 50 लाख रुपया रखा गया था वहां इस साल बढ़ा कर दो करोड़ 25 लाख कर दिया गया । पूरे हिन्दुस्तान में सरकारी कर्मचारी 12 या 14 परसेन्ट होंगे, उनमें से सेन्ट्रल आफिसर्स चार या पांच परसेंट होते हैं उन के बच्चों के लिये आप ने 2 करोड़ 25 लाख रुपया दिया है । जब कि सारे हिन्दुस्तान के बच्चों को दो करोड़ रुपया दिया जाता है । यह बच्चे जो पबलिक स्कूल्स में या प्राइवेट स्कूल्स में जाते हैं तो एक एक को दो दो हजार तक मिलता है । पर शिड्यूल्ड कास्ट के बच्चों को और अन्य गरीब बच्चों को बीस या पच्चीस रुपया मिलता है । में यह नहीं कहती कि दूसरों को कम दें लेकिन सब को बढ़ा दिया जाए ऐसा मेरा सुझाव है । आप को इन के मामले में न्याय करना चाहिए । सेन्ट्रल गवर्नमेंट के आफिसर्स की तनखाह ज्यादा है और उन के बच्चों को इतना दिया जाता है यह कहां तक ठीक है आप खुद सोच सकते हैं ।

एजूकेशन मिनिस्टर ने आते ही अनेक कमेटियां कम कर दीं इस के लिये मैं उन को बधाई देती हूं । बहुत कमेटीज होने से ठीक काम नहीं बनता है । आप ने कमेटीज को कम कर के अच्छा किया ।

आप ने गुजिश्ता साल एजूकेशन कमीशन के लिये 4 लाख रुपया रखा था, लेकिन इस साल एक दम 12 लाख कर दिया । मैं पूछना चाहती हूं कि इस की क्या वजह है । इसमें आप ने खर्च बहुत बढ़ा दिया और सेन्ट्रल गवर्नमेंट के के अफसरों के बच्चों के लिए आप ने बहुत पैसा बढ़ा दिया । मुझे इस पर एतराज नहीं है । लेकिन लड़कियों की शिक्षा पर आप ने बहुत कम खर्चा किया है ।

पिछले बार जब मैं ने एक सवाल किया था तो उस के उत्तर में शिक्षा मंत्री ने कहा था :

"Lady teacher have always had a priority on my list, just as girls' education has always had, in my own mind, a priority, because I feel that unless we educate our girls, we cannot educate the nation."

मैं जानती हूं कि हमारे मिनिस्टर साहब का दिल लड़कियों की शिक्षा की तरफ है और वह समझते हैं कि माताएं ही अच्छी

[श्रीमती लक्ष्मीबाई]

टीचर्स बन सकती हैं । अभी तक देश में मातायें बुद्धू रहीं इसी से समाज में गड़बड़ हो रही है । हमारे यहां कहा गया है :

यत्र नारी: पूज्यन्ते तत्र देवता: रमन्ते

जहां बहिनों का गौरव होता है वहां समाज में उन्नति होती है । लेकिन आज वह नहीं है । इसी कारण जहां देखो वहां गड़बड़ दिखायी देती है । आप देखें कि किसी भी यूनीवर्सिटी में साल तो क्या एक हफ्ता ऐसा नहीं जाता जब कि कोई गड़बड़ न होती हो । अब हाई स्कूल और कालिज गांवों में भी फैल गए हैं, इसलिए वहां भी स्ट्राइक होने लगे हैं ?

मैं आप को लड़कियों की शिक्षा के बारे में बताना चाहती हूं । आप मुझ से सहमत होंगे कि लड़कियों के लिए बहुत कम किया जा रहा है । प्राइमरी स्कूलों में लड़कों और लड़कियों का अनुपात 80 और 60 है, मिडिल स्कूलों में 33 और 17 है और हाई स्कूलों में 18 और 7 है । हमारे देश को आजाद हुए 18 साल हो गए और प्लान के अनुसार काम होते 15 साल हो गए, तीन प्लान पूरे होने वाले हैं । इस के पहले देश में लड़कियों की शिक्षा का परसेंटज 1 या 2 रहा होगा, आज 7 हो पाया है । इस हिसाब से तो हम को मिडिल स्कूलों में लड़कियों और लड़कों का अनुपात बराबर करने में 50 साल लगेंगे और हाई स्कूलों में लड़कियों और लड़कों को बराबर लाने में सौ साल लगेंगे । 17 साल में 7 परसेंट हुआ है यानी ढ़ाई साल में एक परसेंट बढ़ा । इस हिसाब से आप देखें कि कितना समय लगेगा । आप की नीति अभी भी वही बनी हुई है, उसे बदलना चाहिए । इस तरह चलेंगे तो स्त्री शिक्षा की प्रगति बहुत समय तक पूरी नहीं हो पावगी ।

आप को जनरल रेवन्यूज से ढ़ाई परसेंट मिला, उस में से हम को क्या मिला ? आप ने इस रिपोर्ट के पेज 10 पर दिया है । आप ने 60 और 40 के बेसिस पर बीस इंस्टीट्यूशंस को होस्टल, लेबोरेटरीज आदि बनाने के लिये दो लाख 9 हजार रुपया दिया है । यह रुपया 15 राज्यों को लड़कियों के लिए दिया गया है । लड़कियों की शिक्षा के लिए सेमिनार, पबलिसिटी और फिल्म आदि के लिए करने के लिए विभिन्न राज्यों को 12 हजार रुपया दिया गया है । इस तरह 62 करोड़ में से हम को केवल दो लाख 12 हजार ही दिया गया है । इस तरह लड़कियों की शिक्षा की क्या उन्नति हो सकती है ।

मैं आप लोगों के भले के लिए ही बोल रही हूं । यह विषय ऐसा है कि जिस पर माताओं को बोलना चाहिए । अगर मां शिक्षित न हो तो बच्चे को कौन शिक्षित बना सकता है । माताएं ही बच्चों को योग्य बना सकती हैं ।

आज गांवों में भी पढ़े लिखे लोग खेती का काम करना पसन्द नहीं करते । मेरा सुझाव है कि उन को इस काम में लगाने के लिए बेसिक शिक्षा होनी चाहिए । लेकिन गांधियन फिलासफी का प्रचार करने के वास्ते दस हजार खर्च किया गया है । मुझे दुःख है कि दस हजार तो उस दफ्तर पर ही खर्च हो गया जो गांधियन फिलासफी का प्रचार करने के लिए बना । क्या इतने कम रुपए से बेसिक शिक्षा हो सकती है । इस चीज को तो आप की गांव गांव और घर घर पहुंचाना है । इस के लिए तो लड़कियों के लिए जैसा कस्तूरबा ट्रेनिंग सेन्टर इन्दौर है ऐसे सेंटर हर जिले में होने चाहियें । केवल बेसिक शिक्षा का नाम लेना और उस के लिये कुछ न करना, इस से तो बेसिक शिक्षा बदनाम होती है । लोगों को किताबों की अधिक शिक्षा से हटाना चाहिए और उन को जैसा कि गांधी

जो चाहते थे वैसा बनाइये और उसके लिये अच्छे टर्म्स दीजिए तब बेसिक शिक्षा चल सकती है।

हिन्दी टीचर्स के बारे में मैं कहना चाहती हूं कि हाई स्कूलों के लिए ही आप को दस लाख 45 हजार क्लासों के लिए टीचर्स चाहियें। इतने टीचर्स आप कहां से लावेंगे। मेरा सुझाव है कि इस काम के लिए टीचर्स को शार्ट ट्रेनिंग दे कर तैयार करना चाहिए। मेरा एक और भी सुझाव है कि उत्तर भारत से लेडी टीचर्स को दक्षिण में भेजिए और दक्षिण भारत से उत्तर को भेजिए पांच पांच लाख इधर से उधर भेजें जायें। ऐसा करने से वे एक दूसरे की भाषा को भी अच्छी तरह सीख लेंगे। आप हिन्दी की उन्नति करना चाहते हैं लेकिन मैं इतना कहना चाहती हूं कि उस के लिए आप ने कुछ नहीं किया है।

जहां तक लड़कियों को डांस और म्यूजिक की शिक्षा देने का सवाल है तो मैं पूछना चाहती हूं कि उधर आफिशियल गैलरी में बैठे हुए बड़े बड़े ओहदेदार बड़ा होशियार और अच्छा प्लान तैयार करने वाले हैं। रिपोर्ट में तो अलबत्ता लिख दिया है कि स्टेट्स की संस्थाओं को ऐड 60–40 के बेसिस पर दी जाती लेकिन अमल में दरअसल इस का उलटा ही हो रहा है। जब हम स्टेट्स वाले रैकरिंग एक्सपैंडीचर मांगते हैं तो हमें साहित्य अकादमी और संगीत अकादमी के पास जाने के लिए कहा जाता है लेकिन वहां पैसा नहीं है और वह हमें कहते हैं कि उन के पास पैसा नहीं है। आप इन अकादमीज को बहुत कम पैसा देते हैं।

चूंकि सभापति महोदय बार बार घंटी बजा रहे हैं इसलिए मैं केवल दो मिनट में अपनी बात समाप्त कर दूंगी। यह डांस और म्यूजिक में लड़कियां ज्यादा हिस्सा लेती हैं लेकिन आप उन को यह डांस और म्यूजिक सिखाने की उपयुक्त व्यवस्था नहीं करते हैं। हम ने देखा है कि आये दिन यूथ लीग के तत्वाधान में या अन्यत्र भी जो फंक्शंस आयोजित होते हैं वहां पर लड़कियों से नाचने को अथवा गाने को कहा जाता है लेकिन उन को नाच विद्या सिखाने की व्यवस्था नहीं की जाती है और इस काम पर सरकार द्वारा बहुत कम पैसा खर्च किया जाता है। पैम्पलेट में कहा जाता है कि 60 परसेंट सेंटर का और 40 परसेंट स्टेट्स का खर्च होगा लेकिन हकीकत में कुछ और ही होता है। सेंटर 40 परसेंट देता है, 40 परसेंट स्टेट्स देती है और बाकी 20 परसेंट उन सम्बन्धित इंस्टीट्यूट्ज को देना पड़ता है। 60 परसेंट आप ने खर्च नहीं किया।

सभापति महोदय: आप का समय पहले ही समाप्त हो चुका है। अब बस आप समाप्त कर दें।

श्रीमती लक्ष्मीबाई: बस मैं खत्म कर रही हूं। वर्तमान शिक्षा मंत्री महोदय में मेरी बहुत श्रद्धा है और मेरी उन से विनती है कि इधर वे विशेष ध्यान दें।

शिक्षा मंत्रालय के सारे काम को उन्हें ठीक करना चाहिए और देश को शिक्षा क्षेत्र में उन्नत करना चाहिए।

गर्ल्स एजूकेशन के लिए मंत्री महोदय से मेरा अनुरोध है कि इसे वे राज्यों से लेकर अपने हाथ में लें। जब तक गर्ल्स एजूकेशन को स्टेट्स से अलग नहीं किया जाता और सैंटर इस को अपने हाथ में नहीं लेता है तब तक कुछ नहीं बनने वाला है। गर्ल्स एजूकेशन सेंट्रल सब्जैक्ट बनाना चाहिए।

सभापति महोदय: अब माननीय सदस्या समाप्त करें।

श्रीमती लक्ष्मी बाई: मैं समाप्त ही कर रही हूं। मेरा इतना ही कहना है कि सरकार इस बारे में अधिक पैसा खर्च करे और नृत्य तथा संगीत के शिक्षण के लिए उपयुक्त व्यवस्था करे। आप ने आंध्र प्रदेश को मुबारकबाद

[श्रीमती लक्ष्मीबाई]

का पत्र लिखना है कि उस ने दो साल से अपने वहां मैट्रिक तक गर्ल्स एजूकेशन फ्री कर दी है लेकिन राजस्थान, बिहार, उड़ीसा व उत्तर प्रदेश अभी भी पीछे पड़े हैं। जरूरत इस बात की है कि उन पिछड़े हुए राज्यों को स्पेशल मदद सेंटर दे और जिन्होंने अच्छा काम किया है उन को इनकरेज करे। भारत सरकार को दिल खोल कर गर्ल्स एजूकेशन केलिए पैसा खर्च करना चाहिए।

गोलकुंडा फोर्ट नेशनल इम्पोर्टेन्स का है और इसे सैंटर को आर्किलौजिकल मौन्यूमेंट आफ नेशनल इम्पोर्टेन्स डिक्लेअर कर के अपने हाथ में ले लेना चाहिए। उस को सुधारना चाहिए।

मैं यह भी चाहूंगी कि आयन्दा से गर्ल्स एजूकेशन के प्राइमरी, मिडिल और हाई स्कूल सम्बन्धी आंकड़े अलग से बताये जायें, उन का खर्चा अलग बताया जाय और यह गर्ल्स एजूकेशन का विषय सेन्ट्रल सब्जैक्ट हो जाय। उन का अलग से रिपोर्ट में जिक्र होना चाहिए। इस में गर्ल्स हाई स्कूल का परसेंटेज नहीं दिया गया है। मैं वर्तमान मंत्री महोदय के काल में चाहती हूं कि लड़कियों के साथ न्याय किया जाय। मैं जस्टिस चाहती हूं।

Shri M. L. Jadhav (Malegaon): Mr. Chairman, I rise to support the demands of the Education Ministry and I take this opportunity to congratulate this Ministry on its performance last year.

Though we are in the middle of the twentieth century, we find in our poor country there are a number of areas where there are villages without primary schools. Our Constitution provides that we should provide free and compulsory primary education. So, we should see that no adult, male or female, remains uneducated at least at the primary stage. Still, we find a number of villages without schools and a number of schools where three or four classes are being taught by one teacher. How is it possible for one teacher to manage three or four classes? How could the boys coming out of such schools compete with boys getting better education in urban areas? So, in this regard I would appeal to the Minister to see that at least at the primary stage there is no village without a school and there are no schools without sufficient number of teachers so that the boys can have better educational facilities.

Moreover, I find that as compared to boys the girls are lagging behind in education. In that respect, I find that a number of States have not provided the facility of mid-day meal. For example, in Maharashtra mid-day meals are not being provided. So, I would appeal to the Minister that in States like Maharashtra at least in the rural areas where the parents cannot afford to send their boys to schools because they cannot feed them, midday meals scheme may be introduced.

Coming to basic education, I feel that a drastic change is necessary. The rural bias should be changed and there should be complete overhauling of the crafts taught. We should give training in such crafts which may help the people to earn their bread through that craft. The crafts should be taught in such a way that the boys after completing their education should find that the crafts are helpful to them for their livelihood. Wherever possible, pupils coming from the rural areas should be imparted practical training in agriculture so that they can become good agriculturists. In that respect, I would appeal to the hon. Minister to look into this aspect and see that the basic education is made more lively, more instructive and interesting than being a punishment.

Then I come to technical education. I find that a number of boys after matriculation go to colleges. After getting a degree they become mere clerks because they could not get any other employment. I feel that we should have more polytechnics and technical schools so that we can train more technicians. If the boys take to technical education they can get employment easily and they can help in building up the nation. In that light, I feel that we should spend more on technical and scientific education than on arts.

It is very necessary to reduce the cost of education. Our education is very costly. The school fees and cost of books are so high that a common man, an average man finds it difficult to educate his children. So, I would appeal that at least in this sphere socialism should be practised. In the field of education I find that a rich man is in a better position to provide education to his children. It is the duty of the State to help those who are backward, who are poor and who cannot avail themselves of the facility of education. We are helping people belonging to Scheduled Castes and Scheduled Tribes. But I find that there are a number of people who do not belong to Scheduled Castes or Scheduled Tribes but who are yet backward and not developed.

15 hrs.

[DR. SAROJINI MAHISHI *in the Chair*]

They are economically and socially backward. Such people should be given more facilities. More scholarships and more amenities should be provided for such people so that they can avail themselves of the educational facilities that are provided. These backward people should be given more incentive and more money should be provided for that purpose.

Then I would like to invite the attention of the hon. Minister to the salaries of teachers. A number of other hon. Members have spoken about the salaries of teachers. I also add to that. In the State of Maharashtra secondary school teachers had gone on hunger strike. I still find that the scale of teachers at the primary stage and at the secondary stage is so poor that in these days, when the cost of living is so high, it is difficult for a teacher to maintain himself in an honourable way. I appeal that the scale of teachers should be improved. They should be given more money so that they can have an honourable living.

Then I would invite the attention of the hon. Minister to colleges in rural areas. I find that in rural areas it is very difficult to run these colleges. It is very difficult to get matching contributions from the public in order to meet the grants that are given by the States or by the University Grants Commission for building and other purposes. I would urge that these colleges should be given liberal grants so that they can maintain themselves and it would be possible for more private institutions to run these colleges in rural areas so that boys in these areas may have facilities to have better education from these institutions.

Regarding textbooks, I find that the information contained in textbooks is not proper. I even find that in geography textbooks maps are incorrect and in history textbooks something is written which is not proper or which is many a time wrong. It is very necessary that the States should have the monopoly to print these textbooks. These textbooks should be neat and the cost of these textbooks should be low. The unhealthy competition that we find at the primary stage with regard to textbooks in a number of places is such that it creates bad blood. There is corruption and also nepotism. We should avoid that. Therefore either the States or the Centre should prepare and print these textbooks and provide them to the students.

Then, I would invite the attention of the hon. Minister to agriculture

[Shri M. L. Jadhav]

and would appeal to him that it is very necessary, if you want to be self-sufficient in food, if you want more production and if you want that our farmers should be educated, that we should have more agricultural colleges. We should have more agricultural universities and these universities and colleges should not be only theoretical. Professors and students in these colleges and universities should go to the fields and should help and assist the farmer to have better yield. In a number of matters they should advise the farmers and should work on the field. Unless and until we improve the education of our farmers and their children, it is very difficult, however we may try, to have better and more yield and to make our country self-sufficient. I urge that agriculture should be given importance and the farmers should be given scientific knowledge and practical training so that the yield and the produce of our land can be improved.

The last point that I would urge is about language. I feel that we cannot continue with English at all stages. English may be a link language. Our national language is Hindi. We have not been able to implement the introduction of Hindi. After the passing of the Constitution in the last 15 years we have failed to introduce Hindi that is spoken by the common man, that is, colloquial Hindi. The Hindi that we find in the official language is a difficult one. I would appeal that Hindi should be introduced. It should be popularised. It should be more simple and we should see that Hindi develops throughout the nation so that the unity of the nation may be preserved.

With these remarks I support the Demands of the Ministry.

Mr. Chairman: Swami Rameshwaranand.

Shri S. N. Chaturvedi: (Firozabad): May I draw your attention to the fact that not a single speaker from UP has spoken from this side? UP is a most backward State.

श्रीमती सहोदराबाई राय : सभापति महोदया, महिलाओं को मौका दिया जाये, क्योंकि उन को इस के बारे में अधिक ज्ञान है ।

श्री सिंहासन सिंह (गोरखपुर) : मेरा एक व्यवस्था का प्रश्न है । मैं ने कुछ दिन पहले यह व्यवस्था का प्रश्न उठाया था कि सदन में जो माननीय सदस्य खड़े हों, उन में से जो आपका ध्यान आकर्षित कर सके, उसी को बोलने के लिये बुलाना चाहिए, न कि किसी लिस्ट के आधार पर बुलाना चाहिए । मैं ने देखा है कि कुछ माननीय सदस्य खड़े हुए, लेकिन जो माननीय सदस्य खड़े नहीं हुए आप ने किसी लिस्ट के आधार पर उन को बुलाया है । अध्यक्ष महोदय ने इस बात को स्वीकार कर लिया था और उन्होंने इस विषय में एक व्यवस्था भी दी थी । इसलिए इस लिस्ट की प्रथा को दूर करना चाहिए । मैं ने देखा है कि जो माननीय सदस्य आप से पहले चेयर पर थे, वह आप को कुछ नाम दे आए और आप उसी के आधार पर चल रही हैं । मैं समझता हूं कि यह व्यवस्था बदलनी चाहिए ।

Mr. Chairman: I have caught your your point. There are a number of ways in which hon. Members are called upon to speak—sometimes by the chits received and also sometimes when they catch the eye of the Speaker. That is not excluded.

Shri Sinhasan Singh: The rule provides only for catching the eye.

Mr. Chairman: I have followed point of order.

श्री रामेश्वरानन्द :

ऋचो अक्षरे परमे व्योमन यस्मिन् देवा : अधिविश्वे निसेदु,

यस्तन्न वेद किं ऋचा करिष्यति ।

सभापति महोदया, यह वेद मंत्र शिक्षा का महत्व बड़े स्पष्ट रूप से बताता है । जिस शिक्षा में अपना ज्ञान नहीं है, परमेश्वर का ज्ञान नहीं है, वह शिक्षा शिक्षा नहीं है । उस शिक्षा के बारे में शास्त्रों ने कहा है :

यथा खरश्चन्दन भारवाही भारस्य वेत्ता न तु चंदनस्य

एवम् हि शास्त्राणि बहूनि अधीति चार्थेषु मूढ़ा: खरवत् वहन्ति ।

जैसे गधा महाराज चन्दन का बोझ ले कर चलता है, तो वह बोझ को समझता है— वह चन्दन लाद कर ले जा रहा है, यह नहीं समझता है । वही स्थिति उन लोगों की है, जो बहुत से शास्त्रों को पढ़ लेते हैं, परन्तु उन के अर्थ, अर्थात् आत्मा और परमात्मा, को नहीं जानते । आज की शिक्षा यह है कि हम क्या हैं, पता नहीं है, परमेश्वर क्या है, पता नहीं है और यह संसार सब कुछ है । जब तुम हो ही नहीं, तो कौन बताता है कि यह सब कुछ है, यह संसार है । इसलिए यह शिक्षा मेरे देश के लिए वस्तुत: बहुत हानिप्रद है ।

जब तक हमारे देश में प्राचीन शिक्षा नहीं आती, तब तक हमारे देश का कभी कल्याण नहीं हो सकता है । आज जो अंग्रेजी के चार अक्षर अधिक पढ़ लेता है, वह अधिक पैसा मांगता है, वह अधिक ऊंचा स्थान मांगता है । लेकिन प्राचीन शिक्षा में यह है कि जो अधिक से अधिक पढ़ा-लिखा होगा वह अधिक से अधिक त्यागी और तपस्वी होगा, कर्तव्य-परायण और ईमानदार होगा ।

इस शिक्षा प्रणाली में जिस ने अधिक से अधिक पढ़ लिया वह इस दुनिया भर में लोफर, लफंगा हो गया, वह जो भी चाहे अनाचार कर सकता है । वह सीख कुछ नहीं सकता है । यह शिक्षा प्रणाली मनुष्यता नहीं सिखाती है ।

मेरे कथन से आदरणीय शिक्षा मंत्री जी अप्रसन्न न हो जायें, यह मैं उन से निवेदन करना चाहता हूं । लेकिन अगर हो भी जायेंगे तो मेरा कौन सा [illegible] वर्षा के पानी के रह जाएगा । उन्होंने अंग्रेजों से शिक्षा ग्रहण की, अंग्रेजी में दक्ष हुए और अंग्रेज़ों के जमाने में वह उन के राज्य की जड़ें मजबूत किया करते थे हम लोगों को जेल भेज भेज कर । आज वह बदल गए हैं । वह आज शिक्षा मंत्री हो गए हैं । संस्कृत भाषा का क्या महत्व है, यह मैं आप को बतलाता हूं । संस्कृत हमें वास्तविक ज्ञान सिखाती है और यह जो अंग्रेजी है यह उस कुक्कड़ की तरह से है, जो इधर उधर खेतों में दौड़ता फिरता रहता है । संस्कृत का ज्ञान हमारे देश के लिए लाभ-दायक है, अंग्रेजी का नहीं है । मैं मंत्री महोदय के ध्यान में यह बात लाना चाहता हूं कि उन्हों ने कितना रुपया संस्कृत पर व्यय किया है । इस के मुकाबले में दूसरों पर कितना व्यय किया है । एक संस्था चल रही है जिस का नाम है जामा मिलिया इस्लामिया । इस संस्था को आप देखें कि कितना रुपया दिया गया है । 1961–62 में इस को 5 लाख 80 हजार दिया गया था, 1962–63 में 5 लाख 90 हजार दिया गया था, 1963–64 में 8 लाख 50 हजार दिया गया था, 1964–65 में 11 लाख दिया गया था और 1965–66 में चौदह लाख देने का विचार है । अब आप देखें कि संस्कृत के लिये आप ने कितना खर्च किया है और उस के लिये आप क्या कर रहे हैं । मैं चाहता हूं कि जो पुस्तिका आप ने हमें दी है, उस के पृष्ठ 89 को आप पढ़ लें । उस में लिखा है कि संस्कृत की उन्नति के लिये स्वैच्छिक संस्कृत संगठनों/संस्थाओं को वित्तीय सहायता देने की योजना के अन्तर्गत अब तक 1 लाख 2 हजार रुपये के अनुदान दिये गये हैं । इतनी ही राशि अभी तक आप दे सके हैं । बड़ा दान किया है आप ने ।

अब आप गुरुकुलों की बात को भी देखें । गुरुकुलों की संख्या हिन्दुस्तान में एक

[श्री रामेश्वरानन्द]

सैकड़ा ही नहीं बल्कि सैकड़ा से भी अधिक है। उन के बारे में आप ने लिखा है कि गुरुकुलों को वित्तीय सहायता देने की योजना के अन्तर्गत गुरुकुलों में पढ़ रहे विद्यार्थियों को छात्रवृत्तियां प्रदान करने हेतु, गुरुकुलों को अब तक 1,13,250 रुपये के अनुदान दिये गये हैं। यह है आप की गुरुकुलों के प्रति, संस्कृत के प्रति भक्ति की भावना। यह है आप की देशभक्ति का दृष्टांत। यह उस भाषा का हाल है जो कि पौने दो अरब वर्षों से इस देश की भाषा रही है और जो अंग्रेजों के ही या आप के ही शासन काल से नहीं आई है। मैं कहता हूं कि हमारे शासकों ने यदि संस्कृत को राष्ट्र भाषा मान लिया होता तो न दक्षिण में इस का कोई विरोध हुआ होता और न ही उत्तर में हुआ होता। एक भाषा में हम देश को बांध सकते थे। लेकिन बांधें कैसे? बांधता कौन ?

हमारे मंत्री महोदय अंग्रेजी में पढ़े लिखे हैं, उस में दीक्षित हुए हैं। आज वह अंग्रेजी की बड़ाई करते हैं और कहते हैं कि अंग्रेजी जरूर रहेगी। क्यों नहीं रहेगी? जब तक आप लोग बैठे हैं गद्दियों पर अंग्रेजी जरूर रहेगी। मुझे आश्चर्य तो तब हुआ जब हमारी कम्युनिस्ट सदस्या श्रीमती रेणु चक्रवर्ती ने कहा कि हिन्दी या संस्कृत में कोई काम काज नहीं होना चाहिये। क्यों नहीं होना चाहिये? क्या बात है? क्या कागज जल जायेंगे या तेजाब उन में लग जाएगा या उन में आग लग जाएगी? संस्कृत और हिन्दी वे भाषाएं हैं जैसा मैं ने कहा जिन में पौने दो अरब वर्षों से लिखा पढ़ी होती रही है अंग्रेजों के राज्य के उपरान्त से ही नहीं और इन के लिए इतना ही धन व्यय करना क्या न्यायसंगत है? आप चाहते हैं कि प्रान्तीय भाषाएं सबल हों। कैसे वे सबल हो सकती हैं। प्रान्तीय भाषायें जब तक अंग्रेजी रहेगी, यह मौसी रहेगी तब तक इस देश में सबल नहीं हो सकेंगी, तब तक इस देश में यह प्रान्तीय रूपी बालिकायें पनप नहीं सकेंगी। यह मौसी बड़ी खतरनाक है। यह मेरा ही कहना नहीं है। अंग्रेजी का एक केन्द्र आप ने हैदराबाद में खोला है, उस के प्रबन्धक डायरेक्टर महोदय जिन का नाम काक्सटन है, उन्होंने कहा है कि भारत में जितनी अनुशासनहीनता होती है वह सब अंग्रेजी की कृपा से होती है।

इस अंग्रेजी की और क्या क्या कृपा हम पर हुई है, इस को भी आप देखें। यह मेरे पास एक चित्र है जिस में एक विदेशी महिला बच्चों को नाच सिखा रही है। मैं पूछना चाहता हूं कि क्या कभी ऐसा नंगा नाच मेरे देश में हुआ है। क्या कभी इस प्रकार से ऐसी शिक्षा बच्चों को मिला करती थी। मैं आशा करता हूं कि मंत्री महोदय जब उत्तर देंगे तब वह इस का भी उल्लेख अवश्य अपने भाषण में करेंगे। आप ने संस्कृत के लिए जो अनुदान दिया है वह तो "न" के बराबर ही दिया है। लेकिन अंग्रेजी के लिए आप क्या नहीं कर रहे हैं। यह जो चित्र है इस को सभापति महोदया अगर आज्ञा देंगी तो मैं पटल पर भी रख दूंगा। इस नाच आदि में बीसियों लाख रुपये व्यय आप कर चुके हैं। यह सब कुछ रिपोर्ट में लिखा हुआ है कि किस किस को आप ने दिया है। यह नाचना मेरे देश के किस काम आयेगा। क्या इस से सड़कें बनती हैं, नहरें खुदेंगी अथवा इस से सेना मजबूत हो जाएगी। किस काम आएगा यह नाच? अगर नहीं आएगा तो क्यों इतना रुपया आप इस पर लगा रहे हैं? मुझे आश्चर्य उस दिन हुआ जब माननीय लाल बहादुर शास्त्री जी का मैं ने एक चित्र देखा। वे भी ठुमकियां लगा रहे हैं। उन्होंने तो संस्कृत पढ़ रखी है। हमारे नेहरू जी तो कई बार ठुमकियां लगा लिया करते थे। उन के चित्र तो हम कई बार देख चुके हैं। लेकिन जब शास्त्री जी को मैंने इस तरह करते हुए चित्र में देखा तो मेरा माथा

नीचा हो गया । मैं पूछना चाहता हूं कि क्या इस प्रकार के लोग, आगा पीछा हिलाने वाले लोग, मुह मटकाने वाले लोग कभी वीर और बहादुर हो सकते हैं ? जिस को आप कला कहते हैं इस से तो हिजड़ापन, नपुंसकता, भोग विलास आदि आ सकता है, देश की उन्नति कभी नहीं हो सकती है । यह लड़कियों को नाचना सिखा रही हैं । इसी चीज की कसर बाकी रह गई थी और इस को भी आप ने पूरा कर दिया है । इस में यह सब कुछ लिखा हुआ है, आप इस को पढ़ सकते हैं । मेरे पास इतना समय नहीं है कि यह सब कुछ आप को पढ़ कर सुनाऊं । कितना रुपया इस पर आप खर्च करते हैं, यह इस में सब लिखा हुआ है ।

आप देखें कि अंग्रेजी जिस को आप रखना चाहते हैं केवल दो प्रतिशत लोगों की भाषा है । दो प्रतिशत लोग ही इस को बोल सकते हैं । अभी कम्युनिस्ट सदस्या बोल रही थीं । वह डैडी ममी बोल रही थीं । कह रही थीं कि लोग अपने घरों में डैडी ममी कहते हैं । मैं चाहता हूं कि वह जरा देहातों में जायें और देखें कि वहां क्या स्थिति है । देहात वाले यह भी नहीं जानते हैं कि डैडी ममी किस कुत्ते बिल्ली का नाम है । कठिनाई यह है कि ग्रामीण लोग, ग्रामीण लड़के आप का मुकाबला कभी भी नहीं कर सकते हैं क्योंकि उन को डैडी ममी नहीं आता है । वे तो माता जी और पिता जी कहते हैं । जब वे स्कूल में आते हैं तो उन को एक एक शब्द रटना पड़ता है । उन को रटना पड़ता है कि डैडी का अर्थ पिता से है, ममी का अर्थ माता से है और हसबैंड का अर्थ पति से है । उन को एक एक शब्द रटना पड़ता है । जिन को इस तरह से रटना पड़ता है वे किस तरह से शहर के लोगों का मुकाबला कर सकते हैं । आप अंग्रेजी क्यों रखना चाहते हैं ? क्या आप इस को इसलिये नहीं रखना चाहते हैं कि गिने चुने अंग्रेजी के और अंग्रेजों के पिट्ठू जो कि बाज की तरह से शासन की बागडोर अपने हाथ में थामे हुए हैं, वे इस को अपने हाथ में बनाये रखना चाहते हैं और बाद में अपनी औलाद को शासन की बागडोर दे जाना चाहते हैं ? इस के सिवा और कोई बात नहीं है । लेकिन यह असम्भव बात है । यह होगी नहीं । इस को हम चलने नहीं देंगे ।

सभापति महोदय : अब स्वामी जी खत्म करने की कोशिश करें ।

श्री रामेश्वरानन्द: अपनी पार्टी की तरफ से मैं अकेला वक्ता हूं । मुझे पूरा समय मिलना चाहिये । घंटियां तो पहले भी बहुत बजती रही हैं । अब भी आप बजाती जा सकती हैं । लेकिन मुझे पूरा समय दिया जाए ।

सभापति महोदय: पूरा समय दिया जा रहा है आप को स्वामी जी ।

श्री रामेश्वरानन्द : शिक्षकों की क्या हालत है । इस को आप देखें । शिक्षक आज अनशन करने के लिये बैठते हैं । दिल्ली के शिक्षकों को तो मिलने का समय दिया गया, उन की मांगें तो मानी गयीं। लेकिन मैं पूछता हूं कि क्या वजह है कि शिक्षकों को पेंशन न मिले । शिक्षक राजे बनाते हैं, महाराजे बनाते हैं, राष्ट्रपति बनाते हैं, मुख्य मंत्री बनाते हैं । ऐसी स्थिति में गुरु भूखे मरें, गुरुओं की यह दुर्दशा हो तो मैं पूछना चाहता हूं कि उन के शिष्यों का कल्याण कैसे हो सकता है ।

एक माननीय सदस्य कह रहे थे कि खेल कूद पर बड़ा पैसा खर्च कियाजाना चाहिये । क्या काम होता है खेलकूद से ? व्यायामशाला की तो बात उन्होंने नहीं की जिस से शरीर बढ़े । आप को चाहिये कि आप व्यायामशालायें खोलें, लड़के लड़कियां व्यायाम करें ताकि वे बलिष्ठ बन सकें । खिलाड़ी कभी कोई बना है क्या, गामा पहलवान ये नहीं बन सकते हैं । जितने ये लड़के लड़कियां खेलते हैं, ये आवारा हो जाते हैं, जब लड़के का पंख लड़की पर पड़ता है तो वह लड़की को भी खराब करता है ।

एक माननीय सदस्य: आप गलत बात बोल रहे हैं ।

श्री रामेश्वरानन्द: आप व्यायाम करें और परिणाम देखें । जितना समय आप हाकी खेलते हैं उस से आधा समय भी आप व्यायाम करें तो हृष्टपुष्ट हो जायें । मैं व्यायाम का पक्षपाती हूं, मैं प्राणायाम का पक्षपाती हूं, ब्रह्मचर्य का पक्षपाती हूं । जितने हमारे लड़के आज की पद्धति से पढ़ते हैं वह भ्रष्ट हो जाते हैं, दुश्चरित्र हो जाते हैं । मैं आप से कहना चाहता हूं कि अगर आप इस तरह से देश को आगे ले जाना चाहते हैं तो वह नहीं जायेगा । आज पंजाब की क्या स्थिति है, यह मैं मंत्री महोदय के कान में डालना चाहता हूं आप के द्वारा । मैं चाहता हूं कि वह इस को सुन लें । मैं करनाल से आता हूं । सारे करनाल में कहीं पर भी देहात में कोई हायर सेकेन्डरी स्कूल नहीं है । मैं ने पंजाब सरकार से मांग की तो वह कहती है कि हम एक एम०एल०ए० के क्षेत्र में एक स्कूल देने के लिये तैयार हैं चाहे मिडिल ले लो चाहे हाई ले लो । पंगाब में हरियाना पिछड़ा हुआ है । और हरियाना में करनाल पिछड़ा हुआ है । आप एक स्कूल देंगे मिडिल तो बतलाइये कि 50, 100 मील के क्षेत्र में रहने वाले लड़के कैसे पढ़ सकेंगे । वह आज अनपढ़ हैं, शिक्षा में पीछे हैं ।

एक माननीय सदस्य: आप ऐसे स्कूल ले कर क्या करेंगे ?

श्री रामेश्वरानन्द: उच्च शिक्षा जो आप के पास है वही तो हमें मिलेगी । आप के पास जो है वह दे दें हम उसे शुद्ध कर लेंगे ।

सभापति महोदय: मैं स्वामी जी से कहना चाहती हूं कि दूसरे सदस्यों को जवाब देने की आवश्यकता नहीं है । उन का समय बहुत कम है ।

श्री रामेश्वरानन्द: मैं निवेदन करना चाहता हूं कि सभापति महोदय का अनुशासन थोड़ा ढीला ढाला है इसलिये उधर से लोग बोल रहे हैं ।

मैं शिक्षा के सम्बन्ध में चाहूंगा कि जिस तरह से प्राचीन काल में गांव गांव में शिक्षा होती थी उस तरह से हो । पहले एक ब्राह्मण गांव में बैठा होता था और कोई लड़की लड़का वहां पर पढ़े बिना नहीं रह सकता था । हमारे यहां सन् 1962 में चुनाव हुआ । उस में 75 प्रतिशत स्त्री पुरुष अनपढ़ थे । अनपढ़ जिन के लिये काला अक्षर भैंस बराबर था । अब जिस देश में 75 प्रतिशत अनपढ़ स्त्री पुरुष बैठे रहते हैं वहां के लिये आप व्यवस्था करें बड़े बड़े कालिजों की, उन लोगों के लिये जिन के पास पहनने के लिये कपड़ा नहीं है, भोजन नहीं है, पुस्तकालय नहीं, जिन देहातों के लोगों के लिये आप की वेश भूषा बनाना भी मुश्किल है, तो कैसे काम चलेगा । क्या इस तरह से वे लोग आगे आ सकेंगे । आप की शिक्षा पद्धति के आधार पर वह कभी भी शिक्षित नहीं बन सकेंगे । यह मैं आप से निश्चित और निर्विवाद रूप से कह देना चाहता हूं ।

सभापति महोदय, आप की घंटी की अवहेलना मैं नहीं करता । मैं आप का सम्मान करता हूं । इसलिये मैं बहुत अधिक नहीं बोलना चाहता । मैं यही कहूंगा कि मंत्री महोदय जरूर ध्यान दें पंजाब की तरफ । जब मैं कहता हूं कि इधर ध्यान दो तो कह दिया जाता है कि यह प्रान्त का मामला है । जब मैं प्रान्तीय सरकार के पास जाता हूं तो वहां के मंत्री कहते हैं कि हम एक स्कूल दे देंगे, चाहे मिडिल ले लो चाहे हाई ले लो । यही स्थिति रही तो हम किस तरह से शिक्षित हो सकते हैं ।

मैं आप से निवेदन करना चाहता हूं कि सस्ती शिक्षा की अपेक्षा आप फीस अधिक कर

सकते हैं । अगर आप ग्रामीण लोगों को पढ़ाना चाहते हैं तो भले ही आप उनकी फीस अधिक कर दें, लेकिन पढ़ने का अवसर अवश्य दें । फिर जो आप के फीस के नियम हैं उन में भी मैं थोड़ा सा संशोधन करना चाहता हूं उसकी ओर भी आप ध्यान दें । जब हम दूध निकालने वालों को देखते हैं तो पाते हैं कि जितना दूध दे सकती है गाय या भैंस उतना ही दूध वह निकालता है । वह कभी बैल या झोंटा के नीचे नहीं बैठता । लेकिन आप की यह व्यवस्था है कि सब को उतनी ही फीस देनी पड़ेगी । यह ऐसे ही है जैसे कि झोटे के नीचे बालटी लेकर बैठना होता है । संस्कृत के सम्बन्ध में मैं एक प्रकरण कह कर समाप्त करना चाहता हूं । कोई भिखारी था वह गांव में जाया करता था भिक्षा मांगने के लिये । एक बुढ़िया बड़ी अड़ियल थी । कभी भिक्षा नहीं देती थी । जब कई दिन तक भिखारी ने तंग किया तो बुढ़िया को गुस्सा आ गया और उसने चूल्हे से राख उठा कर भिखारी की झोली में झोंक दिया । पड़ोसी स्त्री ने उससे कहा कि यह क्या किया । भिखारी की सारी भिक्षा ही नष्ट कर दिया । भिखारी ने बुढ़िया से कहा धन्यवाद । पड़ोसिन ने कहा कि उसने तो तुम्हारी भिक्षा खराब कर दी और तुम कहते हो धन्यवाद । भिखारी बोला कि कोई बात नहीं, पहले इसकी आदत नहीं थी, अब आदत पड़ गई है । इसी तरह से मैं धन्यवाद दूंगा कि पहले तो आप संस्कृत के लिये कुछ देते नहीं थे, लेकिन अब आदत पड़ गई है । कम से कम इसी दृष्टि से वह उसे कुछ देने की कृपा करें ।

Mr. Chairman: Now, Shrimati Minimata.

Dr. M. S. Aney (Nagpur): I want to bring to your notice one thing. It is now about 3.30 p.m., and at 5 p.m. the hon. Minister will be called upon to reply. I have been standing at the end of every speech to catch the eye of the Chair, whoever may be in the Chair. But I find that the Chair has eyes for everybody else but not for me.

श्रीमती मिनीमाता (बालोदा बाजार) : सभापति महोदय, सबसे पहले मैं आपका ध्यान प्रारम्भिक शिक्षा की तरफ आकर्षित करना चाहूंगी । प्रारम्भिक शिक्षा हर स्त्री पुरुष के लिये जरूरी है । यह उसी तरह से है जैसे कि वृक्ष जड़ से मजबूत होता है । प्रारम्भिक शिक्षा मनुष्य के लिये जड़ के समान है । हम हिन्दुस्तान के बहुत से देहाती क्षेत्रों में महाविद्यालय और ग्रीष्म विद्यालय खोलने की बात सोचते हैं किन्तु इससे हमारे देहात के लोग शिक्षित नहीं हो सकते और न उनको सभ्यता मिल सकती है । मैं समझती हूं कि जहां पर देश के 80 फी सदी लोग बसते हैं वहां शिक्षा और सभ्यता का पहुंचना बहुत जरूरी है । इसलिये सबसे पहले मैं प्रारम्भिक शिक्षा की तरफ आपका ध्यान आकर्षित करना चाहती हूं । अभी प्रारम्भिक शिक्षा देहातों में इतनी कम है जिसका कोई हिसाब नहीं है । हमारे मध्य प्रदेश में लगभग 36 हजार गांव ऐसे है जहां एक भी स्कूल नहीं बना है । सब प्रदेशों के शिक्षा मन्त्रियों की बैठक यहां हुई थी । उसमें निर्णय लिया गया गया था कि जितने पिछड़े एरिया है प्रारम्भिक शिक्षा के सम्बन्ध में उन सब को सहायता दी जायेगी । हमारा मध्य प्रदेश 6 पिछड़े हुए प्रदेशों में एक है । मध्य प्रदेश में शिक्षा के क्षेत्र की प्रगति को जब हम देखते हैं तो ऐसा महसूस होता है कि वहां इस पंचवर्षीय योजना में भी हम पिछड़े रहेंगे । इस तरह से प्रारम्भिक शिक्षा की अवहेलना करना पेड़ की जड़ में पानी न देकर उसके फल को पानी देने के बराबर है ।

जहां पर प्रारम्भिक शिक्षा है भी वहां पर मैं इस बात की ओर थोड़ा ध्यान दिलाना चाहती हूं कि आजकल शिक्षा में इतनी पुस्तकें हो गई हैं जिन को समझने की बच्चों में बुद्धि भी नहीं है । दूसरी और तीसरी कक्षा में बच्चों के पास दस दस पुस्तकें हैं । उन लोगों को विज्ञान भी पढ़ाया जाता है । छः सात वर्ष के

[श्रीमती मिनीमाता]

बच्चे स्त्री पुरुष के भेद को समझ नहीं सकते। लेकिन उन को समझाया जाता है कि नर फूल होता है और मादा फूल होता है। तितली नर फूल में से पराग ले जाकर मादा फूल में कैसे रखती है और मादा फूल फिर कैसे बच्चे देती है, यह उन को बतलाया जाता है। यह क्या विज्ञान है जिसको छोटे बच्चे क्या बड़े बच्चे भी नहीं समझ सकते। जब से हमारी पाठ्य पुस्तकों का राष्ट्रीयकरण हुआ है तब से इस तरह की पुस्तकें रक्खी गई हैं। मैं इस चीज को उचित नहीं समझती। पहले जब हम लोग स्कूलों में पढ़ते थे तब यह बात नहीं थी। मैं बहुत अधिक स्कूल में पढ़ने का सौभाग्य तो नहीं प्राप्त कर सकी लेकिन फिर भी जब मैं नवीं कक्षा में पढ़ती थी तब मेरे पास छः, सात या आठ पुस्तकें थीं। एक गणित, दूसरी भाषा, तीसरे भूगोल, ग्रामर और इंग्लिश। परिणाम यह होता था कि साल भर में बच्चे दो तीन बार शुरू से लेकर अन्त तक पढ़ जाते थे। किन्तु आजकल इतनी पुस्तकें बच्चों के लिये आपने रख दी हैं कि बच्चे आधी पुस्तक भी नहीं पढ़ सकते हैं। मुझे इस का व्यक्तिगत अनुभव है। मेरा ही बच्चा है जिसका मैं उदाहरण देती हूं, दूसरे का नहीं। वह अब नवीं कक्षा में पढ़ रहा है, उसके पास कम से कम पन्द्रह पुस्तकें हैं। छः महीने में वह कैसे पन्द्रह पुस्तकें पढ़ सकता है।

आज क्लासों में कोई विशेष पढ़ाई होती नहीं। सिर्फ नोट्स की सहायता से वह घर में आकर पढ़ते हैं। जिससे उनको किसी बात का पता नहीं होता। स्कूलों में दस महीने पढ़ाई होती है। दो महीने छुट्टी के निकल जाते हैं। उनमें से दो महीने त्यौहारों और दूसरी छुट्टियों में निकल जाते हैं, दो महीने मिनिस्टरों और नेताओं आदि के फंक्शन्स में निकल जाते हैं। इस तरह से सिर्फ चार छः महीने बच जाते हैं। इतने कम समय में बच्चा क्या बुद्धिमान हो सकता है। आज की मशीनरी के युग में बच्चों के दिमाग को भी आप मशीन बनाना चाहते हैं। मैंने देखा है कि छः छः वर्ष के बच्चों को इतने स्कूलों में नोट्स लेने पड़ते हैं जितने कि वह पढ़ भी नहीं सकते हैं। छः वर्ष के बच्चे माताओं के पास बैठ कर पढ़ना चाहते हैं। आप ही बतलाइये कि मां अपने घर की गृहस्थी सम्हाले या छः और सात वर्ष के बच्चे को लेकर पढ़ना सिखलाये। ऐसा ही है तो उसको स्कूल क्यों भेजा जाये इसका कारण मेरी समझ में नहीं आता है। मैं मन्त्री महोदय से प्रार्थना करूंगी कि प्रारम्भिक शिक्षा की ओर अधिक ध्यान दिया जाये।

विज्ञान की पुस्तकों की जो बात मैंने कही है, उन की ओर भी आप को जरा ध्यान देने की आवश्यकता है। आप इस तरह से छोटे बच्चों को विज्ञान पढ़ाने की कोशिश न करें। मैं सब जगह घूमती हूं। देहातों में भी जाया करती हूं। मैंने कई बार ऐसा देखा है कि जो आठ या नौ वर्ष के लड़की लड़के होते हैं उन को भी पता नही होता कि नर और मादा क्या होता है। इसलिये नर फूल और मादा फूल के बारे में छोटे बच्चों को पढ़ाने से क्या लाभ है? मैंने जिला शिक्षा अधिकारी से पूछा कि आपने ऐसी पाठ्य पुस्तक छोटे क्लासों के लिए क्यों रख दी, तो उन्होंने कहा कि अध्यापक बेवकूफ हैं, उनको प्रैक्टिकल शिक्षा के लिए बच्चों को बगीचों में ले जाना चाहिए। पर हमारा तो वह गरीब एरिया है, वहां दिल्ली की तरह बाग कहां हैं जिनमें शिक्षक बच्चों को ले जावें। वहां बगीचा देखने को नहीं है। तो इस तरह की पाठ्य पुस्तकों का रखा जाना मुझे पसन्द नहीं है।

मेरा विचार है कि जब तक आप महिला अध्यापिकाओं को गांवों में नहीं भेजेंगे तब तक बच्चों की पढ़ाई अच्छी तरह से नहीं चल सकती। लेकिन महिला अध्यापिकाएं गांवों में इसलिए नहीं जाना चाहतीं कि उनको रहने का स्थान नहीं मिलता। अगर किसी अध्यापिका को गांव में भेजा जाता है, तो

दो महीने बाद ही वह मेरे पास आती है और कहती कि हमारा स्थानान्तरण शहर को करवा दीजिए। मैं उनसे कहती हूं कि तुम मां बन कर यहां आयी हो, तुम को बच्चों को पढ़ाना है, तुम शहर क्यों जाना चाहती हो, तो वे कहती हैं हम को मकान नहीं मिलता रहने के लिए और अगर किसी दूसरे के मकान में रहते हैं तो हमारा चरित्र सुरक्षित नहीं रह सकता। लाचार होकर हमें उनको शहर में भेजना पड़ता है। मैं मन्त्री महोदय से प्रार्थना करूंगा कि वे ज्यादा से ज्यादा महिलाओं को प्राथमिक स्कूलों में अध्यापिकाओं के रूप में भेजें।

गृह विज्ञान की शिक्षा का जहां तक सम्बन्ध है, मेरा सुझाव है कि इसको केन्द्रीय सरकार अपने हाथ में लेकर चलावे। जिलों में इसके लिए कुछ इन्तिजाम है लेकिन मेरा सुझाव है कि हर जिले में एक महाविद्यालय होना चाहिए। क्योंकि इस समय जिलों में इसकी फैकल्टी नहीं है, इसलिए लड़कियों को कठिनाई होती है और गरीब लड़कियां उच्च शिक्षा से वंचित रह जाती हैं क्योंकि वे बाहर जाने का खर्चा नहीं उठा सकतीं। और इस कारण अच्छी गृहिणी और अच्छी माता और देश के लिए अच्छी महिला नहीं बन सकतीं। आप रायपुर के महिला कालिज को ले लीजिए। वहां गृह विज्ञान है, लेकिन फैकल्टी नहीं। यह होनी चाहिए।

बहुत से अध्यापकों की बकाया रकम मिलने को थी। वह कुछ को तो दे दी गयी है, पर कुछ अभी तक लटके हुए हैं। मेरा मंत्री महोदय से निवदन है कि मध्यम वर्ग की लड़कियों तथा हरिजनों और आदिवासियों की लड़कियों को मैट्रिक तक निःशुल्क शिक्षा की व्यवस्था की जाए।

संस्कृत के बारे में अनेक माननीय सदस्यों ने अपने विचार आपके सामने रखे हैं। मैं भी अपने अनुभव से कहती हूं कि संस्कृत का काम विज्ञान की शिक्षा में तो कम आता है, उसमें तो ज्यादातर हिन्दी चलती हैं। लेकिन मेरा सुझाव है कि जो आर्ट्स के विद्यार्थी हैं उनके लिए तो संस्कृत अनिवार्य होनी चाहिए ताकि वे संस्कृत के साहित्यिक और पंडित बन सकें।

मैं अब वरदी के बारे में कुछ निवेदन करना चाहती हूं। वरदी का खर्चा कम आमदनी वालों के लिए भारी हो जाता है। मान लीजिए कि किसी के चार बच्चे हैं और उसकी तनख्वा 100 रुपया मासिक है। स्कूल से वरदी का आर्डर आता है तो उसके चार बच्चों के लिए वरदी बनाने पर 60 रुपया खर्च करना पड़ेगा। आप सोचें कि इसके बाद वह चालीस रुपए में महीने भर अपना खर्च किस प्रकार चलावेगा। मेरा सुझाव है कि इस भार को केन्द्रीय सरकार को अपने उपर लेना चाहिए।

हमने देखा है कि स्कूलों में अध्यापक पार्टियां और गुट बनाते हैं। जब अध्यापक ऐसा करेंगे तो वे विद्यार्थियों को अच्छा नागरिक और अच्छा मनुष्य कैसे बना सकेंगे।

पिछड़े हुए क्षेत्रों में अपाहिज बच्चों की शिक्षा का भार यदि केन्द्रीय सरकार ले ले तो तो बड़ी कृपा होगी।

सरकार साहित्यिकों को भी सहायता देती है। इस सम्बन्ध में मुझे कहना है कि राजनाद गांव में हिन्दी के एक प्रसिद्ध कवि गजानन माधव मुक्तिबोध रहते थे। जब वे बीमार पड़े तो प्रधान मन्त्री ने व्यक्तिगत दिलचस्पी लेकर उनके इलाज के लिए सहायता की थी। मगर यह सहायता उनको देर से मिली। उनका देहान्त हो गया। अब साल भर से उनके परिवार को सौ रुपया महीना की सहायता मिलती है। मगर उनका परिवार बड़ा है। इसलिए मैं प्रार्थना करूंगी कि उनकी सहायता थोड़ी बढ़ायी जानी चाहिये।

Mr. Chairman: Dr. M. S. Aney.

Dr. M. S. Aney: May I have your permission to speak sitting?

Mr. Chairman: Yes.

Shri Shree Narayan Das (Darbhanga): Before the hon. Member starts, may I request that the time should be extended because, it is an important subject? The hon. Minister may reply to the debate tomorrow. The hon. Speaker may be requested to increase the time for this discussion.

Dr. M. S. Aney: Within the limited time at my disposal, I want to mention only a few small points; I do not wish to make a long speech.

The portfolio of education is undoubtedly a very important one. The hon. Minister who is in charge of it has shown a commendable spirit of dealing with the subject in a dynamic manner. In a short time, he has actually tried to review the whole position of education in the country and has thought fit to seek the best advice as to what the future progress of education should be and in pursuance of that has constituted a commission of experts to investigate and report. I shall touch on that question a little later. But in the first place, I express my appreciation for the efforts he is making in trying to give education a proper direction as to its future progress here.

In my opinion, education is intended not only to make men fit to earn their livelihood but also to become proper citizens and men of character. This is the real object and purpose of education. Therefore, among the subjects in which the students should be trained, there should be some provision for teaching them about what their culture is, what their surroundings are, what their duties are towards their fellowmen in the country and towards people outside. From this point of view, the study of the humanities is of great importance.

Unfortunately, in providing for technical education, even the universities are practically neglecting training in humanities. Our students in universities are not getting sufficient encouragement to study the humanities. Whatever may be the recommendations that may be made by the Commission later on, the study of the humanities is essential for the sake of instilling in the students a sense of their duties as citizens, how they should behave to their countrymen, to other people, what should be their relations with others and so on. If they are to discharge their duties in these respects satisfactorily, there should be proper training for them in the humanities.

Training in humanities naturally implies that the student must have training in the religion in which he was brought up. He must also have training in the religions of other people, to inculcate in him a catholicity of outlook.

15.40 hrs.

[SHRI THIRUMALA RAO *in the Chair*]

At present that position does not exist in university education. I want to urge on the hon. Minister that he should be particularly careful to provide for this outside the university or school by encouraging certain institutions which can take this up and supplement the education that the boy is getting in the school or university, by giving him knowledge of his religion. I know we are a secular State, but a secular State as I have understood it—that is logical and our late Prime Minister had also stated it—does not mean that we want the boys to be without religion or religious training. On the other hand, we want the State to respect all religions alike. So also, we want the boy to be trained in his own religion and to follow his own religion, while having the same respect for the religions of others. A kind of toleration for other religions and devotion to the principles of one's own religion is an essential necessity for making a man a truly useful person, useful not only to himself and to his country but to humanity at large. Hence the importance of humanities.

Bearing this in mind, I have tabled some cut motions saying that the

funds provided by the Education Ministry for certain things mentioned therein are inadequate. Not that nothing is done, but I say that greater attention should be paid to that.

I first bring to the notice of the hon. Minister one point which may not strike anybody in this House at all. I went to Ceylon. People of Indian origin are there all over the country. I found that there were 9 lakhs of plantation workers and their boys could get education only to the primary level at the most. There was no further scope for education, and they could become nothing more than labourers. I was successful in starting a fund at that time, and ultimately a statute was passed and the fund was reconstructed, and I am glad to say that on my recommendation the Government of India were pleased to sanction them annually a certain amount of money, about Rs. 7,000. The fund consists of more than Rs. 1 lakh; besides, there are some contributions of other people also. I only want to make a suggestion. In view of the fact that they are boys whose parents, most of them, have been turned out as Stateless persons, in view of our feeling for them, the donation should not only continue, but should be increased by a few thousand rupees. Instead of Rs. 7,000 it may be Rs. 10,000, if possible.

Another suggestion which I want to make is this. I do not want to quote figures, but there are certain institutions to which I want to draw the particular attention of the hon. Minister. When I was in Bihar, I had the benefit of coming in contact with pandits and men of learning there, and with their help I was able to start a Sanskrit Education Institution at Darbhanga, and another institute for the study of Pali and Buddhist literature at Nalanda. Those institutions are there, but the Government of India probably does not get any information about the work those institutions are doing, because in this Report there is no mention of them. I wish that the Government of India makes a special enquiry about all these institutions which have been especially engaged in propagating knowledge of Sanskrit all over India, as also Prakrit and other allied languages like Magadhi and so on.

There are a number of institutions like that. At least some kind of donation should be made for them, and connections should be established by the Central Government with these institutions because they do not serve one regional language; they spread knowledge which affects the very mind and culture of India as a whole. Therefore, they are doing the job of keeping up the national spirit of the people by devoting themselves to this work.

In that connection, there is another institution to which I want to make reference. I had a little talk with the hon. Minister about it also. It is the Vedic Samsodan Mandal of Poona to which a grant is being given by the Ministry of Education. There is a similar institution at Pardi run by our friend Shri Satavlekar. There is one at Hoshiarpur also. All these institutions are doing very good work. The Government of India is no doubt giving some help to them, but I want it to bear in mind that they are doing national work of great importance. Particularly in the case of the Vedic Samsodan Mandal, I want to bring to the notice of the hon. Minister that it is a unique institution propagating the study of Avesta. They are making arrangements for training people in the Avestan language, as well as reproducing Avesta in the Devanagiri script, and in that way making it available to those who want to have studies of Vedic and Avestan literature. The hon. Members know the great connection and relationship of the two culturally, and that without an understanding of both the propagation of Veda or Avesta is difficult. So, good work is being done, and I am glad to say that the Parsi community, which is a rich community, has made a good contribution to it. But I want the Government of India to take greater interest in that institution also.

[Dr. M. S. Aney]

About Hoshiarpur and Pardi, I can only say that these people are doing good work. If it had been done in other countries, it would have attracted great patronage, but in India today nobody takes note of these things.

Mr. Chairman: He should conclude now.

Dr. M. S. Aney: How much time have I got? I was not told in the beginning.

Mr. Chairman: I have given sufficient time. I have given more than the usual time that is allowed.

Dr. M. S. Aney: How many minutes can I have?

Mr. Chairman: You have exceeded the time already.

Dr. M. S. Aney: I shall leave out the other points. The hon. Minister can look into my cut motions, he will find the names there. I will leave them for his careful consideration. I only want to say one thing about the language question, and I will finish in three minutes.

There is no need to have an amendment of the Official Languages Act. Provision has been made in that Act for the use of English language in pursuance of the assurance given by the former Prime Minister, and an assurance has been given by the present Prime Minister also. All that is needed is to see that no hasty steps are taken to rouse the suspicion in the minds of our non-Hindi-speaking people that Hindi is being imposed upon them. But, short of that, one thing has to be borne in mind and that is this. Both that Act and the Constitution of India contemplate that English language has to go ultimately. It cannot remain in this country in the position of an official language. There should be no foreign language among with Hindi as the official language. The period for which it should be there is a matter you have to think of. Therefore, the period of ten years was fixed in the Act, and that has to be kept, not with this view that at the end of ten years you may be immediately able to instal Hindi and abolish the use of English. Not that. The period is given with a view to see that the entire machinery of the Government of India as well as the educational machinery of the States works in such a way as to make Hindi sufficiently rich and valuable, so that it can be a medium of higher learning and we can make it the *Rashtra bahsa*. That has to be encouraged more and more. An impression has gone round at present; the hon. Minister will excuse me for saying that, he makes statements in reply to questions from this side and they create the impression that English is likely to be in the present position for an indefinite period. Let English language remain. But about the link language, I shall say only one sentence.

Mr. Chairman: Hon. Member should conclude.

Dr. M. S. Aney: English language was neiher the link language of the people of India nor can it ever be in that position. There is a wrong impression that because of English language a sense of patriotism grew up and national movements were started and we ultimately attained independence. When the movement took a serious turn, it was not the English knowing public, the English-knowing two per cent fellows that came there. It was the leaders like Mahatma Gadhi, Tilak, Lajpat Rai, and Bipin Chandra Paul, who spoke to the people in their language; only then they galvanised the whole country; it was the vernacular press that reached the masses. They used the regional languages, their mother tongue to appeal to the people and to turn the idols of clay into living warriors. English language was the link language only for a few educated persons to talk among themselves or talk to the judges in courts. Because of that, it gives them the ideology to look at the west for everything and gorget what we were.

Mr. Chairman: The hon. Member should conclude.

Dr. M. S. Aney: I hope the proper situation would be understood and that the hon. Minister of Education will give a proper orientation to education.

Shri Shinkre (Marmagoa): Are you going to extend the time for the debate?

Mr. Chairman: Yes. It will be extended upto 6 O'clock. The hon. Minister will reply tomorrow.

श्री हं० च० सोय (सिंह भूमि) : मैं ने कल ही अपना नाम दे दिया था ।

Shri P. R. Patel (Patan): I would like to know one thing. Is the same procedure followed or the Chair follows different procedures?

Mr. Chairman: Order, order. Unless there is a point of order, I do not want any interruptions. I have called Acharya Kripalani.

Shri J. B. Kripalani (Amroha): Mr. Chairman, I am afraid ever since we got our independence the idea of education and changes in the system of education has been misconceived. Sir, we received this education that is being given today but when we received it we thought that we were benefiting the nation and benefiting ourselves. Today voices are raised that this education is no good. It turns our young people into wild colts without any discipline, without any goal in life. It is necessary, therefore, to go to the very fundamentals that make for education. Education has a double purpose. One is to socialise the growing child, the other is to give him the knowledge that would fit him for the tasks in life that he will have to undertake. The social education of introducing a new inmate in society, in the ways of society, begins with one's birth. It is continued all through one's life. Even the prospective revolutionary has got to be trained in the ways of his society because no revolutionary works on the scale of the whole world. His canvas is limited, to begin with, to his nation, and if he wants to proceed further then he can do so from the standpoint of his nation. Therefore, every effort is made by the father and the mother, then by the teacher and then by the society to socialise the human being.

As soon as there is an effort to bring another social order automatically education changes. For instance, we had an ancient system of education in India. It went on. But when Buddhism and Jainism came into their own they changed that system of education and introduced a new one. Muhammed had a system of education which was different from the tribal system of education in which he was brought up because he wanted to consolidate Arabia and also go beyond that to spread his faith. Anybody who has any mission in life must take up young people while they are growing. Christianity had its own system of education. Then we come to modern times. In Europe they also changed the system of education. There was the Industrial Revolution and the education was changed. In our own country, every national movement tried to change education according to the ideas that it had about the social system that the leaders were going to establish. It began with Swami Dayanand. He introduced the system of gurukuls. Why? Because he wanted the Indian society to be moulded in the shape in which it was moulded in the vedic times. Then there came other efforts. Our great poet, Rabindranath Tagore had an idea of how people should be brought up, what society should exist in India. He thought that people should line in joy and in beauty. He created his institution in Shanti Niketan to cater for the joy of life and for the beauty of life. Then there was the movement of the nationalists in Bengal. In Bengal they started with national education. Sir, if you will remember, the one great point of difference between the moderates and the extremists was on national education. The moderates wanted to keep the education that was going on at that time

[Shri J. B. Kripalani]

which had Europeanised us, which had made us black Englishmen, which was meant to produce clerks to assist our imperial rulers to carry on administration at cheap rates. These were the ends of our education. The nationalits of the movement of Bengal rejected this education. This was the one point on which there was a split in Surat. Then came the Home Rule Movement of Mrs. Beasant. Many nationalist schools and colleges were started in the wake of it. Then came Gandhiji's Non-co-operation Movement. Again, the question of education was tackled. Gandhiji was not satisfied with the way in which it was tackled. He tackled it again by bringing in the idea of basic education, where people can work and educate themselves—activity together with education; education wound round activity. The most scientific method of education ever introduced was first promulgated in Europe by Rousseau. Then it was followed up by many educational reformers.

16 hrs.

Unfortunately, when we got our independence, we thought the touch of independence will change our education, it will change our bureaucracy, as it will change our political set up, as it will change everything. We thought it was an Alladin's Lamp. Once the hindrance of British rule was removed, everything was solved. We thought that everything will change by the very touch of freedom, political freedom. But our political freedom has meant only the removal of one set of masters, white ones, for the coloured ones; all sorts of colours are combined in that.

Then, for improving the standard of education, what did they do? First, they appointed the University Education Committee. Then they discovered that university education is based on secondary education. So, they appointed a Secondary Education Committee. My hon. friend, Shri Chagla, will find that if he reads the old records. I am not caricaturing what his predecessors said or did. Then, they discovered that secondary education is based on primary education. So, they appointed a committee for that also. They appointed many committees. The present incumbent in office has destroyed many committees and substituted a few others.

Now, though we attained national freedom, we did not bring about a social revolution. We say that the social revolution is on the way. What we want by a social revolution is an egalitarian society. If we want an egalitarian society, our education should be strictly egalitarian. If it is not egalitarian, we cannot bring up the children in a society where they would work with each other as equals. Our society today is an aristocratic society; it is a medieval society; it is a feudal society. Everywhere you find hierarchy; hierarchy in the caste, hierarchy in the religion, heirarchy in wealth, hierarchy in education, hierarchy in bureaucracy. No Secretary would care to invite his Under Secretary even for a social party. No under secretary would ever think of inviting a superintendent or a clerk. We do not meet in clubs. In Europe people meet together and exchange views. There in the clubs there is equality; here there is no equality.

How do we treat our servants? How do we treat our porters? How do we treat them in the bazar? Where is equality? There is no equality. If you want to introduce equality, I submit as an old educationaist most of whose life has been passed in educating the young, that unless you tackle this problem and make your education not aristocratic but democratic so that everybody should get the same kind of education, you will not be able, I tell you, try as you will, whatever slogans you may raise, to produce an egalitarian society because the child has not grown up in the atmosphere of our egalitarian society but in a graded society.

This is the fundamental question which you have to solve. If the new Education Minister is really serious about this business—and I believe he is a serious man and he means business—the first thing that he has got to do is to abolish what are called public schools which are not public schools but which are class schools. He has to see that he replaces the missionary schools by public schools which are really public, in which everybody is educated alike, the rich and the poor. If there are any special schools for any persons, children must be selected for that purpose. Those who are able to have a dose of higher education and a superior kind of education must be selected by combing and they must be given scholarships whether they are poor or rich.

Today the rich get an education which the poor never get. In this way we cannot go on. We will go on from bungling to bungling. We will appoint committees and commissions and nothing will come out of it because the conception of education is misconceived, because we have idea what education means. That is one thing which is superior to anything else in the world. All your plans will fail, all your big schemes will fail, unless you tackle this question of education.

If you are thinking in terms of socialism, I do not know what socialism means but I know what egalitarianism means. I know what social justice means. Unfortunately, our Government is not serious about anything. It does not see that the country is going down and down. It does not see that the people are frustrated. It does not see that the people see no light at all. They do not see that people have no trust in them. They do not believe anybody's word because we have become the world's greatest humbugs. We talk in big words about moral precepts, but our conduct is very low, lower than those who do not talk in big moral terms.

I am sorry, I have to say all these things because I have worked for this country throughout my life and I do not want to see at the end of my life this country degenerating, degenerating internally and externally, that every man, woman and child is frustrated in this country. I say that if they want to do these things, they will have to be revolutionaries. This thing cannot be done by a little tinkering here and a little tinkering there, by the appointment of committees of highly paid specialists who know nothing about education, who have never worked in the national life of the country, who have seen nothing but have only read books and have no practical wisdom.

This is all that I have to say. If Shri Chagla means business, I hope, he will ponder over my words. He must remember that public schools in England are a halter round the neck of England. Who put that halter? The Empire put that halter round their necks. Why? Because they wanted administrators; because they wanted bureaucrats; because they wanted rulers to rule their empire. They are changing their system but we slavishly follow what they leave behind.

16.10 hrs.

[MR. SPEAKER *in the Chair*].

Dr. Sarojini Mahishi (Dharwar North): Mr. Speaker, Sir, I do congratulate the Education Minister on the stand that he has taken on the language issue. I hope he will not be misled by the remarks made by Dr. Govind Das in the matter of adopting the Hindi language. The southerners have adopted Hindi as the link language and according to the provisions of the Constitution, that has been accepted. But our country has only 20 per cent literacy, and citizens of India, wherever they may be, are not interested in learning to read and write their own language. Under these circumstances, how can they be compelled to learn the Hindi language?

Now, the second point is this. If the British people are able to educate 2 per cent people within 1½ centuries, don't you require even half a century at least to see that Hindi is learnt by the people in this country? (*Interruption*).

An hon. Member: What about English?

Dr. Sarojini Mahishi: Language and literature cannot be made to order. It has to develop, and that develops according to the potentialities of life in the society in our economic development. The cultural values in the country are not responded to immediately as the economic values are responded to. If it is the question of the economic value of the cement factory put up, we find an immediate response, whereas for cultural values, the official recognition of these cultural values will not be responded to as the emotional recognition of these values by the people. Therefore, the only question is that of time in accepting Hindi as the link language because that has already been accepted.

I shall now turn to primary education which is a very important part of education in general. In the field of primary education, I congratulate the Minister for the phenomenal progress that has been achieved in the enrolment of children in the age group of 6—14 years. But even in this case, though the target for the Third Plan was something like 496 lakhs of students in this particular age group, it is expected that the same will rise to 512 lakhs which will bring 77 per cent of the children, in this particular age group, to the primary schools, and amongst them only to the extent of 196 lakh girl students are there. I wish that more and more attention should be paid towards girls education because that also forms part of the general education in the country, and the literacy percentage in our country will not rise unless we attend to this particular thing. The National Council of Women has proposed that the massive programmes of womens education are to be followed and that grants outside the Plan ceiling are to be given for girls education and a number of working committees that were set up by this Council have submitted their reports, and the Committee under the chairmanship of Shri Bhaktavatsalam, the Chief Minister of Madras, has submitted a report as to the lack of interest of the public in girls education and to see that public cooperation is enlisted in this matter. Therefore, special programme in this respect are to be taken up and the Backward Classes Commission has reported that women, even if they do not form a particular community, form the greatest amongst those who are backward. The Minister for Social Security, the other day, remarked that even if God comes to tell him that women are backward, he is not going to accept it. I am sorry to say that God will never come to tell him this thing. It is the Backward Classes Commission that has mentioned this thing, and it is due to the fact that hardly 8 per cent literacy exists among the women, and it is in order to bring them out of the shackles of ignorance and superstition and to see that the economic law, social circumstances and the thought pattern, etc. which are causing hindrance in the way of their progress are removed by positive methods which are to be adopted for the education of these women. Therefore, special programmes in this particular respect are necessary.

Coming to primary education, 33,780 primary schools were converted into basic schools in the year 1950-51 and now the number of such schools has risen to something like 89,000 and odd after a period of 15 years. Are we very serious about this basic education, activity-concentrated education, which wanted the child to go nearer the society and which wanted the child to grow into a full personality to bear the responsibilities of social and economic and political life in this country? Is it serving that purpose? If it is not serving the purpose, then what is the good of investing money in these basic schools, in the conversion of the ordinary schools into schools with the basic oriented programmes, and also in investing money on basic teachers' training colleges and graduates' basic training centres? We hear often times that it is the principle and not the profit motive that is there behind this basic education. But unless there is that motive, can there be any incentive for the child to take to that

particular handicraft or work after it completes its education? Another difficulty is that for these basic educational activities, there is no follow-up programme at the high school level and even at the upper levels.

Then, we have the multipurpose high schools created all over the country. I learn that during the Fourth Plan these are going to be agriculture-based schools, because the multipurpose activities in those high schools have not been able to create any good impression among the people and also any good effect in the country. If Government are going to shift their stand from one thing to another in this manner, I do not know how far students will suffer on account of this. The students of one generation may have the advantages while those that come after a few years may become the victims of the new experiments that are being made by Government.

I do not want the Central Government to say that the responsibility for all these things, the responsibility for enunciating the policy etc. in this regard are those of the State Governments. No doubt, the State Governments are there, but the overall responsibility is that of the Central Government and the general policy has to be laid down by them.

The Directive Principle enunciated in the Constitution provides that free and compulsory primary education should be ensured by a certain period, and this has to be achieved by 1965-66. Further, it is necessary that more and more facilities for education should be given to the boys at the secondary stage and also at the technical stage; I am not referring to the university stage here because only a few students would have the temperament and the aptitude for going in for university education.

Now, let us see what incentives are being given at the primary level. As far as the school-building is concerned, the Education Ministry has shifted the responsibility from their hands to those of the Ministry of Community Development which gives a maximum of only Rs. 1000 for constructing a room in a village which amount is not at all adequate even for repairing an existing building. Now, the building programme has come to a complete standstill because of the lack of co-operation between the two Ministries.

Further, as a result of democratic decentralisation the panchayat samitis are going to be entrusted with the responsibility of primary education. When the condition is what it is now with the Education Department itself being in charge of it, I do not know how far the panchayat samitis with their administrative and developmental responsibilities will be able to shoulder this responsibility of primary education in the taluk.

Coming to the incentives that are given to the students and also to the teachers, I remember that the Central Advisory Board of Education had recommended that the services of qualified engineers should be attached to the Director of Public Instruction's office to see that the building programme would be completed in time. I would like to know how many States have carried out this particular recommendation and to what extent the Central Government are giving them help.

In regard to the mid-day meals programme also which is proving as an incentive to the poorer classes, some of the State Governments have not implemented the programme in their areas. In some cases where there is the implementation of this programme we find that some fatal cases have been there, as, for instance, in Andhra Pradesh and also in Mysore where the handling of the mid-day meals was not properly done. In this connection, I would like to refer to the comments made in this regard in the Audit Report (Civil), namely that in the handling charges for the distribution of UNICEF milk powder for primary school children, the saving was due to non-payment of handling charges which were decided to be paid by the State Government direct instead of through the Central Government. So, we find that savings were there in regard to handling charges, and the handling charges were not paid at all.

[Dr. Sarojini Mahishi]

The construction of quarters for teachers for residential purposes also has not been done. As regards the improvement in the salaries and service conditions of primary teachers, in spite of the fact that the Central Government assistance to the extent of 50 per cent, the State Governments have not been able to implement them in many cases because they have not been inclined to put in their contribution of 50 per cent.

Now, coming to text-books, West Germany has donated 3 printing presses to us for making our text-books cheaper in the country. The three presses are going to be established at Chandigarh, Bhubaneswar and Mysore. Even after a long time, to what extent have we made any progress in the matter of construction work for erecting these presses? Sweden and Australia are giving us 8,000 and 2,000 tons of paper for printing our text-books. But this paper is given as part of the grant-in-aid programme or loan programme—what we have received from foreign countries as a donation. If this was not included in the grant-in-aid or as part of the loan, text-books for children at the primary level might have been made at least a bit cheaper.

Coming to secondary education—I am not dealing with many more points—the number of children teachers at this level goes on tapering because many parents are not able to send their children to school, specially girls are not able to attend school. So there should be proper schooling facilities. An hon. Member from Kerala was saying that in Kerala the number of school-going children has increased to such an extent, that there are no schooling facilities. At the other end, there are schools, but no children. India is a vast country with diverse problems, no doubt. At the same time, it is the overall responsibility of the Central Government and the very responsible persons placed in charge of education in this country to see that a proper adjustment is made in the facilities available so as to ensure that the maximum number of beneficiaries receive this particular type of education.

At the secondary education level, the Standing Committee of the Central Advisory Board of Education has made a recommendation that at the state level also the age of retirement of teachers be increased as in the case of the Central level. Because a person is serving under a State Government or in a school run by a State Government, he has to retire at 55 whereas a person working in a Central School retires at 58. Why should there not be at least some moral pressure exercised on the States to see that the retirement age of the teachers there also is increased to 58?

Coming to physical education, it is very important.

Mr. Speaker: If she does not listen to my bell, immediately after her speech, I will put her in the Chair and see what she does.

Dr. Sarojini Mahishi: I am concluding.

Under the head Physical Education, the saving is 47 per cent of the original, mainly due to non-establishment of three institutes for trainees on account of administrative difficulties and less number of trainees in the physical education training centres. I am quoting from the Audit Report (Civil) of this Ministry. 22 per cent of the original provision in grants-in-aid contribution under physical education remained unutilised due to non-release of grants under scouting and guiding programmes owing to non-receipt of documents in respect of funds provided for emergency programmes on physical education. Therefore, even though the amounts were granted to the Ministry under an emergency programme, some of it remained unutilised, and that also for a very special purpose, of encouraging the youth movement of scouts and guides, because adequate documents were not received. This is a result of the bureaucratic outlook, bureaucratic procedure, red-tapism and conservatism prevailing in the Ministry in not allowing voluntary organisations and the youth movements to make use of these funds.

I may quote an instance. The bond that has to be executed has to go to the Law Ministry and come back to the Education Ministry. All these things are being done at the fag end of the financial year, in the latter half of the month. I hope the hon. Minister will kindly look into this.

One more point. Many students who are sent abroad on scholarships purely on the basis of merit are required to come back after their training to their motherland and serve here. But what is the inclination of the students who are going abroad for education and return? It is reported by the Accounts Committee that the bond executed stipulates that in case they do not return to the country they have to repay the money. That has not been carried out. The Ministry is not able to recover the amount from them, nor is it able to put the money under the head "irrecoverable". I request the hon. Minister to look into these things.

श्री रणंजय सिंह (मुसाफिरखाना) : अध्यक्ष महोदय, शिक्षा के विषय पर बोलने की मेरी बड़ी इच्छा थी । मेरा शिक्षा से, प्राचीन तथा आधुनिक दोनों से, काफी सम्पर्क रहा है ।

मैं देख रहा हूं कि इस बात पर बहुत विचार किया जा रहा है कि किस प्रकार शिक्षा का स्तर ऊंचा उठाया जाए । शिक्षा पर इतना अधिक धन व्यय किया जाता है और आशा की जाती है कि इस से देश को लाभ होगा, इस से देश का कल्याण होगा और मानवता की वृद्धि होगी । इस प्रकार से मैं भी इस विषय पर विचार करता हूं । मैं इस बारे में दो चार सुझाव देना आवश्यक समझता हूं ।

आज जो उच्छृंखलता और उद्दंडता बढ़ रही है उसको दूर करने के लिए मेरा नम्र निवेदन यह है कि स्कूलों और कालिजों के लिए ऐसे उपयोगी कार्यक्रम बनाए जाये कि विद्यार्थी उनमें व्यस्त रहें और उन को इधर उधर की ऊटपटांग बातों के लिए समय ही न मिले । ऐसा होने से उन का जीवन भी सुधरेगा और देश को भी लाभ होगा ।

एक बात इस सम्बन्ध में मैं आप की आज्ञा से और निवेदन करना चाहता हूं । इसके लिए मैं क्षमा चाहूंगा, पर मैं देखता हूं देश का कोई भी राजनीतिक दल ऐसा नहीं है जो यह कह सके कि वह चुनावों में विद्यार्थियों को अपनी सहायता के लिए नहीं घसीटता । इस का विद्यार्थियों पर बुरा असर पड़ता है । मेरा विचार है कि यदि राजनीतिक दलों के चुनावों में भाग लेने के विरुद्ध कोई प्रतिबन्ध विद्यार्थियों पर लगाया जा सके तो विद्यार्थी शिक्षा में अधिक समय लगा सकेंगे और अपने समय का अच्छा उपयोग कर सकेंगे ।

बहुत से विद्वानों ने यह विचार भी व्यक्त किए हैं कि अध्यापकों के चुनाव क्षेत्र ही खत्म कर देने चाहिये । लेकिन मैं इस चीज में नहीं पड़ना चाहता । मेरा तो इतना ही कहना है कि यदि आप राजनीतिक दलों के चुनावों से विद्यार्थियों को बचा सकें तो उस से बहुत बड़ा लाभ हो सकता है और वे बहुत अच्छे नागरिक सिद्ध हो सकते हैं । आगे चल कर वे चुनाव भी लड़ सकते हैं और दूसरे काम भी कर सकते हैं ।

शिक्षा के माध्यम के सम्बन्ध में भी कुछ माननीय सदस्यों ने विचार प्रकट किए हैं । मैं समझता हूं कि जो सरल से सरल भाषा हो उसे शिक्षा का माध्यम रखना चाहिए और वह हिन्दी ही हो सकती है ।

तीन भाषाओं का जो फारमूला रखा गया है, उसके बारे में मेरा निवेदन है कि यदि एक ही लिपि में ये सभी भाषाएं पढ़ायी जाएं तो इस में बहुत सफलता मिल सकती है । और यह

[श्री रणंजय सिंह]

शिक्षा देवनागरी लिपि में होनी चाहिए । इस बारे में हमारे भूतपूर्व राष्ट्रपति महोदय ने भी अपने विचार प्रकट किए थे । यह बड़ी सरल लिपि है और सुगमता से सीखी जा सकती है ।

साथ ही साथ मैं संस्कृत के बारे में भी कुछ निवेदन करना चाहता हूं । यह जो त्रिभाषा फारमूला रखा गया है, इस को कार्यान्वित करने में कहीं संस्कृत का महत्व कम न हो जाए ऐसी मेरी आशंका है । संस्कृत का हमारे लिए बड़ा महत्व है । यह भाषा जरमनी और रूस आदि देशों में भी आदर की दृष्टि से देखी जाती है और इसके अध्ययन का वहां प्रबन्ध है । तो मेरा निवेदन है कि संस्कृत की पढ़ाई में कमी नहीं होनी चाहिए । आज भी संस्कृत के अच्छे जानने वाले आप को देश के हर प्रान्त में मिल सकते हैं । इसलिए संस्कृत के महत्व को कम नहीं होने देना चाहिए । इस प्रकार संस्कृत भाषा के सम्बन्ध में मेरी प्रार्थना है कि उस पर विशेष रूप से ध्यान देना चाहिए क्योंकि उस के द्वारा हमारी संस्कृति व सभ्यता पर प्रकाश पड़ेगा । उस के द्वारा हम अपने प्राचीन गौरव और इतिहास को पढ़ कर देश के लिए लाभदायक सिद्ध होंगे ।

शिक्षण व्यवस्था के सम्बन्ध में मुझे इतना निवेदन करना है कि हमारे यहां स्कूल व कालिजों में चाहे वे कहीं भी हों, विद्यार्थियों के लिए छात्रावासों का अधिक प्रबन्ध किया जाय और अगर ऐसी व्यवस्था की जाती है तो वह चीज अधिक लाभदायक सिद्ध होगी । आजकल विद्यार्थी घूमते घामते रहते हैं और जैसाकि जमाना जा रहा है और मुझे उस को बतलाने की आवश्यकता नहीं कि विद्यार्थियों को गुमराह करने वाले, बिगाड़ने वाले तो बहुत मिल जाते हैं लेकिन उन को बनाने वाले कम मिलते हैं । चूंकि वे बालक होते हैं, संसार का अनुभव उन्हें होता नहीं है इसलिए वे सहज में फुसलाने में आ जाते हैं, सही रास्ते से भटक जाते हैं, नशे आदि बुरी आदतों में फंस जाते हैं जोकि उन के लिए बहुत हानिकर होता है । आजकल विद्यार्थियों में सिनेमा देखने की बड़ी लत पड़ गयी है । सिनेमा शिक्षाप्रद भी सिद्ध हो सकता है अगर विद्यार्थियों को शिक्षाप्रद और उच्च स्तर के चित्र दिखाये जायें लेकिन वह होता नहीं है । आम तौर पर यही देखने में आता है कि आजकल सिनेमा के चित्र विद्यार्थियों के लिए अच्छे साबित नहीं होते और वे ब्रह्मचर्य के लिए जोकि विद्यार्थियों के लिए बर्त्तना अत्यावश्यक है, उचित नहीं प्रतीत होते ।

अभी थोड़े ही दिन की बात है कि मैं एक चित्र देखने गया था । चित्र "भीमसेन" की मैं ने बहुत प्रशंसा सुनी थी । बतलाया गया था कि वह चित्र महाभारत पर आधारित है और उसमें पांडवों की वीर गाथा दिखलाई गई है और वह शिक्षाप्रद तथा वीर रस से भरा हुआ चित्र है । मैं उस चित्र को देखने सिनेमा हाउस में गया लेकिन मैंने जब उसमें भीमसेन को, जोकि अपने समय का महापराक्रमी व्यक्ति था उसको श्रृंगार रस में डूबे हुए इधर उधर चित्र में स्त्रियों के पीछे भटकते देखा, उन से रोमांस करते देखा तो मुझे बड़ा अफसोस हुआ कि देखो महाभारत के उस पात्र के साथ क्या अन्याय किया गया है ? बजाय उसमें वीर रस और ब्रह्मचर्य का प्रमाण मिलने के श्रृंगार रस और एक तरह से अश्लीलता का ही प्रदर्शन हुआ है और निश्चित रूप से वैसे चित्र हमारे आज के नवयुवकों के लिए हानिकारक सिद्ध होने

वाले हैं । ब्रह्मचर्य और संयम जोकि विद्यार्थियों की आज की सब से बड़ी आवश्यकता है उसके लिए घातक सिद्ध हो सकते हैं ।

आज शिक्षण व्यवस्था में इस बात का पहले ध्यान रक्खा जाय कि अपने बालकों का चरित्र निर्माण हो, वे स्वावलम्बी बनें, संयमी बनें और वे ब्रह्मचर्य व्रत का पालन करने वाले हों अन्यथा यह कमिशन और आयोग के एक के बाद एक बैठाने से कुछ विशेष नहीं बनने वाला है । यह तो उसी तरह से होगा जैसे अगर बर्तन में छेद है तो आप चाहे उस में कितना ही पानी क्यों न भरते जाइये वह कभी भी भरने वाला नहीं है और निरन्तर पानी उस में से बहता ही जायगा और वह खाली रहने वाला है । इसलिए शिक्षा मंत्रालय को इस ओर विशेष ध्यान देना चाहिए और उसे विद्यार्थियों में चरित्र बल पैदा करने और उन्हें ब्रह्मचर्य व्रत का पालन करने वाले बनाने के लिए उचित शिक्षण दिया जाय और उस के लिए अपने देश की प्राचीन गौरवमयी पठन पाठन पद्धति को लागू करने के बारे में विचार किया जाय ।

स्कूलों, कालिजों में बच्चों के स्वास्थ्य की ओर भी विशेष रूप से ध्यान दिया जाय । स्कूल, कालिजों में खेल कूद के आयोजन हों । यह तो ठीक ही है कि भारतीय खेल, कूद, व्यायाम आदि की ओर विद्यार्थियों में विशेष रुचि पैदा की जाय, उसमें उन्हें लगाया जाय लेकिन उसके साथ ही हमें उन्हें अन्य विदेशी खेल फुटबाल, हाकी, क्रिकेट आदि में भी प्रशिक्षित करना चाहिये ताकि वे योग्य खिलाड़ी बन सकें और देश का नाम और गौरव अन्य देशों में ऊंचा कर सकें ।

हमें देखना चाहिए कि बच्चों को किसी भी आवश्यक व्यवस्था व चीज से वंचित न रहना पड़े । स्पष्ट है कि केवल डिब्बे बन्द दूध और बाजारू घी से हमारे बच्चों का स्वास्थ्य सुधर नहीं सकता है और वे बलवान नहीं बन सकते हैं । उसके लिए हमें गऊशालाएं स्थापित करनी चाहियें और शुद्ध व ताजा दूध, घी आदि की व्यवस्था अपने बच्चों के लिए करनी चाहिये । अगर उनका स्वास्थ्य अच्छा होगा, चरित्र-बल उन का अच्छा होगा और उन में ब्रह्मचर्य की प्रवृत्ति होगी तो वे देश के आदर्श व उपयोगी नागरिक अपने को सिद्ध कर सकेंगे ।

विद्यार्थियों को सैनिक शिक्षा देने की ओर भी शिक्षा मंत्रालय विशेष रूप से ध्यान दे क्योंकि आज के समय में यह बहुत ही आवश्यक हो गया है । जितना अधिक विद्यार्थियों में सैनिक शिक्षा का प्रचार किया जायगा, उसमें उन्हें प्रशिक्षित किया जायगा, जितना उन के अन्दर वीरता का भाव उत्पन्न होगा उतने ही वे देश के अच्छे रक्षक सिद्ध बनेंगे । आज चारों तरफ़ से हमें जो धमकियां आ रही हैं और हमारे देश की ओर लोग शत्रुतापूर्ण निगाहों से ताक रहे हैं अगर हमारे देश के यह बच्चे फौजी ट्रेनिंग प्राप्त कर लेंगे तो वह सब धमकियां अपने आप बन्द हो जायेंगी और किसी की हिम्मत नहीं पड़ेगा कि वह हमारी ओर कदम बढ़ा सके । भारत का बच्चा, बच्चा वीर सिपाही होगा और उस हालत में किसी की क्या मजाल है जोकि हमारी तरफ़ उंगली भी उठा सके ।

हमारा उद्देश्य यह है कि अविद्या का नाश हो और देश में विद्या का प्रसार हो और इसके लिए हमें योजनाबद्ध काम करना चाहिये । अभी यहां पर आचार्य कृपलानी ने बतलाया था कि किस प्रकार से स्वामी दयानन्द ने प्राचीन ऋषि, मुनियों की पठन पाठन प्रणाली को देश में फिर चलाया था

[श्री रणंजय सिंह]

और देश को सुदृढ़ किया था । मैं भी चाहता हूं कि वैसी ही कुछ व्यवस्था शिक्षा मंत्रालय द्वारा की जाय ताकि हमारे देश के बच्चों का स्वास्थ्य और चरित्र बल बने और वे देश के लिए एक आदर्श और उपयोगी नागरिक सिद्ध हो सकें । चूंकि मेरा समय ख़त्म हो गया है इसलिए और अधिक न कह कर आप को धन्यवाद देता हूं कि मुझे बोलने का समय दिया ।

Shri Swell (Assam—Autonomous Districts): Mr. Speaker, in considering the annual report of the Ministry of Education, I think we can safely proceed from two assumptions, firstly, that education is no longer a luxury but a national and a very vital investment for the future of our country and what the future of our country would be like, depends very much on the kind of education that we impart to our young people in the schools and in the colleges. Secondly, in a country with bewildering and sometimes conflicting variety such as ours the evolution of education, of a national standard and character is extremely difficult task. I think the conflicting views which had been expressed by many Members in the course of today's debate is itself proof of the difficulty that faces the Ministry of Education in this regard.

And, Sir, I can understand the difficulties of the Ministry of Education. I was greately impressed by the eloquent admonition of the Government by Acharya Kripalani and his urgings that our education should be egalitarian if we are to achieve an egalitarian society. But I think the problem that faces the Ministry of Education and the country at large today is where to draw the line between mass education and the maintenance and the promotion of high standards.

As it is, the standards of our education are low and it is necessary that we should catch up with the international standards if really our education is to be productive of something that is worthwhile for this country.

I am afraid that in regard to higher education the country and the Central Government have been greatly handicapped by what, to my mind, is a very ill-conceived and ill-advised policy of having the regional languages as media of instruction in the higher stages of education and of making higher education absolutely the sole responsibility of the State Governments.

Sir, in a short speech and in the short time that I have at my disposal, it will not be possible for me to detail the difficulties in this regard, but the results of these policies that we have been following are there for everybody to see. The falling standards of our education going side by side with expansion, the falling standards of our universities, sometimes very old and long-standing, universities becoming arenas of politics, the indiscipline that prevails among our college student population and which sometimes is seen even among our college teachers, the allegations that appointments are often made to very high posts in the university on political rather than academic considerations and the student hooliganism which follows as a result of all this converting our examinations very often into farces, these are very unhappy symptoms of our system of education. It is high time that we do something to stop the rot. The question is, how to do it. To me the answer lies in giving the Central Government a more effective share of responsibility in the matter of education and not to leave education entirely in the hands of the States. The Central Government is in the advantageous position in that regard. Situated as it is in the centre and withdrawn from local State politics, it is in a position not only to collect the best talents in the country but

also to bring to bear upon our educational system and policies a more objective view. It is also in a better position to withstand the onslaughts of local State politicians. Sir, if we are to go into it logically, I think the only way that is left open to us is to amend the Constitution and transfer education from the State List to the concurrent List, at least in the matter of higher education. I would say that it is all right to make the States responsible for education up to the secondary stage, with an overall control over the maintenance of standards by the Central Government. But I would propose very strongly for the consideration of the Minister of Education and of the Central Government that higher education from the colleges onwards up to the university, should be the responsibility of the Central Government. I think I am not alone in holding this view. A very large number of educationists and enlightened people in this country have expressed a similar view. The Report of the Ministry has mentioned that a Committee of the Members of Parliament under the chairmanship of Shri P. N. Sapru, which has gone into this question of higher education very carefully, has recommended the amendment of the Constitution and making higher education the responsibility of the Centre, along with the States, by putting it in the Concurrent List. I know that the Minister of Education himself holds similar views. He has his difficulties and in various ways, and realising the need of making eduaction national by infusing into our young people the dynamic spirit of nationalism together with a higher standard of excellence, he has been trying within the ambit of the constitutional position, as it is, to bring the Centre more and more in responsibility for education. An example of that is the constitution of the All India Educational Service. It is a step in the right direction. We give education a national colour and a national character. We are in a position to draw some of the best talents in the country which today go into either administrative or other services than of education.

Shri J. B. Kripalani: An aristrocracy of teachers.

Shri Swell: But I feel that there has been a serious lapse in the constitutions of this service. I notice from the Report that the personnel of the All India Educational Service would confine themselves more or less to administrative duties. I do not think that that will be a healthy thing to do. Education is not administration. Education is imparted in class-rooms, in the field, in the university campus, in the college campus, in the school campus; not in the office of the administrator. You cannot draw the best talents in the country into the teaching profession unless and until you give them the same status as the administrators.

Further, I feel that confining the personnel of the All India Educational Service to administrative positions only will create bad blood and jealousy It will lead to the exodus of good teachers from the teaching profession into administrative jobs. They would all try to get into administrative posts rather than spend their time to teaching. I would earnestly request the Minister of Education to change this system and to reserve a certain number of posts of Indian Educational Service teachers in the universities and colleges as well.

I know that the time at my disposal is limited and I am hard put to decide what to say and what not to say. But I think I would conclude by thanking the Minister of Education for something which his Ministry and the University Grants Commission have been trying to do, by which I am benefited, I mean, by which the area that I represent is benefited. That is the proposal of establishing a university under Central auspices for the hill regions of eastern India com-

[Shri Swell]

prising Nagaland, NEFA, Manipur and the hill areas of Assam. The University Grants Commission together with the Ministry of Education some time ago appointed a commission to study this matter and to go into this question. The report has been submitted. I know that the Minister of Education, the Government of India and the University Grants Commission are seized of the matter and are earnest about it. I express the hope that the day should not be very far when this university would come into being so that the people who live in the border areas of this country, who are today victims of negligence and exposed to the blast of propaganda from countries that are not too friendly to this country would feel that they have a stake in this country. They have been neglected so long and it is time that this country, this Government steps in and makes them feel that they have a stake in this country. Let the impression be created that this Government is prepared to do everything possible to bring them in line with the best and the most excellent that this country can offer. I wish and I look forward to the day when that university will be an outpost for India and stands as a symbol for all that is best and excellent that this country can offer to that remote, strategic but very important and very vital part of the country.

श्री किशन पटनायक (सम्बलपुर) : अध्यक्ष महोदय, शिक्षा मंत्रालय के खिलाफ और विशषत: शिक्षा मंत्रालय के विज्ञान के विभाग के खिलाफ मेरे पांच निहायत सख्त इल्जाम हैं—झूठ का, कुनबापरस्ती का, फिजूलखर्ची का, मूर्खता का और देश-द्रोह का। खास कर के जो वैज्ञानिक तथा औद्योगिक अनुसन्धान परिषद्—सी० एस० आई० आर० हैं, वह इतना गन्दा हो गया है कि अगर उस के अन्दर पूरे तौर पर तब्दीलियां नहीं होती हैं, तो हिन्दुस्तान के विज्ञान की प्रगति का भविष्य बिल्कुल अन्धकारमय है और प्रगति नहीं हो सकती है। इस सम्बन्ध में मैं मंत्री महोदय को यह चेतवनी दे दूं कि इस के जो महानिर्देशक महोदय हैं, अगर मंत्री महोदय इन को जल्दी छुट्टी नहीं दे देते हैं, तो फिर इन की करतूतों में मंत्री महोदय भी साझीदार समझे जायेंगे।

अध्यक्ष महोदय : मैं माननीय सदस्य से विनय करूंगा—मैं ने पहले भी कई दफा कहा है—कि अगर किसी खास इन्डिविडुअल, किसी एक व्यक्ति का नाम लेकर कोई नुक्ताचीनी करनी हो, तो पहले उस का नोटिस मंत्री को भी और मुझे भी देना चाहिए, ताकि मंत्री भी उस नुक्ताचीनी का जवाब देने के लिए तैयार हो कर आए। माननीय सदस्य अगर सब बातों का इल्जाम मिनिस्ट्री पर लगायें और उस पर चाहे जितनी नुक्ताचीनी करते जायें, तो वह तो ठीक है।

श्री किशन पटनायक : इन के सम्बन्ध में बार-बार चर्चा हुई है, लेकिन कभी ठीक ढंग से सफाई नहीं हुई है। मैं नीतियों के सम्बन्ध में कह रहा हूं। मैं इस सम्बन्ध में दो मिसालें दूंगा, जिन में असत्य-भाषण और भ्रष्टाचार, इन दोनों का समावश है।

अध्यक्ष महोदय : मैं माननीय सदस्य से कहूंगा कि जो व्यक्ति यहां पर अपना डिफेंस नहीं दे सकता है, उस के बारे में वह इस तरह के इल्जाम न लगायें।

श्री किशन पटनायक : मैं ने असत्य-भाषण की जो बात कही है, वह मिनिस्टर साहब के बारे में कही है।

पिछले साल 12 मार्च, को मैं ने यह इल्जाम लगाया था कि जो सी० एस० आई० आर० के महानिर्देशक हैं, उन्हों ने अपने कमरे में सजावट और परिवर्तन के लिये एक लाख रुपया खर्च किया था।

अपने जवाब में छागला साहब ने कहा था :

"This is absolutely unfounded. I have gone into the matter and I have seen the figures."

यह 12 मार्च, 1964 की बात है। 1 अप्रेल, 1964 को श्री प्रकाश वीर शास्त्री का सवाल था। उस के लिखित जवाब में उन्हों ने कहा था :

"इस सिलसिले में एक छोटी सी जगह को एक सजावटी ताल के रूप में बदल दिया गया था। परिवर्तन और परिवर्धन में बिजली, पंखा स्वच्छता सम्बन्धी फिटिंगज, एयर कंडीशनर और फर्नीचर को शामिल करते हुए कुल 97,440 रुपये 38 नये पैसे खर्च हुए हैं।"

अब आप देखें कि पहले तो इन्कार होता है : पहले तो छागला साहब यही कह रहे थे

"This is absolutely unfounded. I have gone into the matter."

और जब एक इल्जाम लगाया जाता है तो उस का खंडन करने के लिये मंत्री महोदय कहते हैं कि यह अनफाउंडिड है और बाद में जब पता चलता है कि वह सही है तो क्या यह मुनासिब नहीं होता है कि उन के लिए कोई दण्ड भी मुकर्रर किया जाए, और सजा दी जाए, कोई पनिशमेंट दें। अपने आराम के लिए, अपनी अय्याशील के लिए इस इमरजेंसी के काल में अपने कमरे की सजावट के लिए जिस ने अपने हैदराबाद के मकान से सब फर्नीचर ला कर एक लाख रुपये खर्च किये, उस के लिए क्या यह उचित था ? सिर्फ सजावट और अय्याशी के लिए इतना व्यय करना क्या ठीक था ?

मैं दूसरी मिसाल देना काहता हूं। श्रीमती रेणु चक्रवर्ती ने डा० किचलू के बारे में कुछ कहा है। इस पर भी मैं जोर देना चाहता हूं कि इस सम्बन्ध में भी मंत्री महोदय महोदय ने इसी सदन में असत्य भाषण किया है यह कह कर कि किचलू साहब की 65 साल की उम्र हो गई थी, इसलिए उन की नौकरी खत्म कर दी गई। क्योंकि 65 के बाद हमारा नियम ऐसा बन गया है कि कोई भी रह नहीं सकता है। डिपार्टमेंट में, इसलिये उन की नौकरी खत्म कर दी गई, यह जो बात कही थी, यह भी गलत थी। यह चार कारणों से गलत है। एक तो यह है कि सी०एस०आई० आर० की जो गवर्निंग बाडी है उस ने कभी भी ऐसा रूल नहीं बनाया है। अगर बनाया है तो मंत्री महोदय उस रूल को अपने जवाब में कोट करें और बतायें कि किस ढंग का रूल बनाया गया है। दूसरे कई मिसालें हैं कि 65 साल के बाद भी लोगों को रखा गया है। ये मिसालें मेरे पास हैं। एक छोटी सी मिसाल मैं देना चाहता हूं। जो नेशनल म्यूजियम है उस में विदेशी महिला ग्रेस मारले है उस का कार्यकाल बढ़ाया गया है और 65 साल ही होते हुए भी उस के लिये 65 साल वाला नियम लागू नहीं किया गया है। एक आदमी जो आप की नौकरी में नहीं था जिस के साथ कन्ट्रैक्ट कर लिया था क्या उस पर 65 साल वाला नियम लगू हो सकता है ? उस के साथ जब कांट्रेक्ट हुआ था तो वह आदमी 64 साल का हो गया था। 64 साल के आदमी से आप कांट्रेक्ट करते हैं . . .

Shri M. C. Chagla: May I intervene for a minute here because I will not be able to answer every detail? Dr. Morley is not in the C.S.I.R.

Shri Kishen Pattnayak: But she is under your Department.

Shri M. C. Chagla: Yes. But she is not in the C.S.I.R. she is in-charge of the National Museum. She is a person of international reputation. We cannot find anybody to take her place. We are trying to train somebody. My answer with regard to the age of 65 applies to the Directors of the C.S.I.R. and my hon. friend will not be able to find one instance where any Director of the C.S.I.R. has been

[Shri M. C. Chagla]

given extension beyond 65 years of age.

श्री किशन पटनायक : मेरे पास मिसालें हैं । बी० वी० डे, हाल्डेन, मि० फिच, वी० एम० दास, मोडक, एम० सी० वेन . . .

अध्यक्ष महोदय : ये डायरेक्टर थे सी० एस० आई० आर० के ।

श्री किशन पटनायक : इन में से कई डायरेक्टर भी थे । वी० वी० डे साहब डायरेक्टर थे . . . . .

Shri M. C. Chagla: Not since I have been here.

श्री किशन पटनायक : आप के बाद अगर नियम ढंग से गवर्निंग बाडी ने बदला है तो उस को आप कोट करें कि यह नियम है । मौखिक आदेश जब चाहें दे देंगे तब तो वह नियम नहीं बन जाता है ।

तीसरे शिकार बंगाल के जे० सी० राय हैं जिन के साथ बहुत ज्यादा बेइंसाफी की गई है । मेरे पास समय बहुत कम है और मैं सब चीजें नहीं कह सकता हूं । लेकिन थोड़े में मैं कह देना चाहता हूं कि एक संस्था के जे० सी० राय तीस साल तक मार्गदर्शक और परिचालक रहे हैं । जब कि हिन्दुस्तान में मेडिकल रिसर्च की संस्था कोई भी नहीं थी, तब उन्हों ने अपने कंधे पर सभी प्रकार की मुसीबतें उठा कर एक मैडिकल रिसर्च का इंस्टीट्यूट खड़ा किया था । तीस साल के उस संस्था के साथ सम्बन्ध के बाद जब उन को रिटायर किया जाता है और उन के अच्छे काम के लिए पुरस्कार स्वरूप एमेरिटस प्रोफैसर की आफर दी जाती है तब साथ ही यह भी कह दिया जाता है कि तुम अपनी संस्था में कोई काम नहीं कर सकते हो, तो मैं जानना चाहता हूं कि यह पुरस्कार है या अपमान है ? जिस आदमी ने अपनी सारी जिन्दगी बिता दी एक संस्था को खड़ा करने के लिए उस संस्था को बड़ा बनाने के लिए, उस संस्था का नाम रोशन करने के लिए, उस संस्था से जब आप उस को रिटायर करते हैं और एमेरीटस प्रोफैसर की आफर करते हैं और साथ ही यह कहते हैं कि आप अपनी प्रयोगशाला के अन्दर कदम नहीं रख सकते हैं तो . . .

अध्यक्ष महोदय : आप जोरसे कह रहे हैं इस बात को । मैं ने पहले भी कहा है कि अगर इस तरह की बातों की इजाजत दी जाए तो इस में बहुत खतरे हैं जो पैदा हो जायेंगे । एक एक आदमी के रिप्रिजेंटेशन यहां आने लगे तो यह कार्यवाई . . .

श्री किशन पटनायक : यह रिप्रिजेंन्टेशन बिल्कुल नहीं कर रहा है ।

अध्यक्ष महोदय : इसी बात की तकलीफ है कि आप एक तो एक केस को पेश कर रहे हैं और उस के साथ साथ उस की तारीफ भी इतनी करते जा रहे हैं जो रिप्रिजेंन्टेशन नहीं है तो और क्या है ? आप ने कहा है कि उस के साथ ऐसी ऐसी बेइंसाफी हुई है । यह जो एक एक केस की बात है, अकेले अकेले केस की बात है, इस को मिनिस्टर साहब के साथ अलग से तो लिया जा सकता है, खतोकिताबत में तो लिया जा सकता है, पार्लियामेंट में नहीं उठाया जा सकता है । अगर कोई इंडिविजुअल केस को लेना हो तो उस का पहले नोटिस दिया जाना चाहिये । यह जो रूल है यह मेरा नहीं है, यह पहले का चलता आ रहा है । जब आप इस तरह से करेंगे तो मिनिस्टर साहब मुमकिन है कि उस के बरखिलाफ कुछ कहें । मैं नहीं कहता हूं कि कहेंगे लेकिन हो सकता है कि कहें । अगर इस तरह से रिप्रजेंटेशन होने लगेंगे और मिनिस्टर साहिबान भी उन के बरखिलाफ उन की हिस्ट्री निकालने लगेंगे तो उस की तहकीकात में क्या हम बैठेंगे । यह बात तो बहुत दूर चली जाएगी । इस तरह से तो कोई फैसला हम नहीं कर सकते हैं । इस से तो यही होगा

कि जो मुलाजिम हैं वे मैम्बरों के पास जा कर कहें कि उन के केसिस को इस इस तरह से रिप्रेजेंट कर दिया जाए और पार्लियामेंट में उन की तहकीकात हो, जो हो नहीं सकती है आप ने इंडिविजुअल मैम्बर्स का नाम भी ले लिया, कुछ कह भी दिया लेकिन अब आप तारीफ करते चले जा रहे हैं तो ऐसे कैसे ....

श्री किशन पटनायक : तारीफ छोड़ देता हूं । जहां तक ....

अध्यक्ष महोदय : इंडिविजुअल केसिस का रिप्रिजेंटेशन यहां नहीं हो सकता है । उन पर यह पार्लियामेंट कार्यवाई नहीं कर सकती है ।

श्री किशन पटनायक : उस को मैं छोड़ कर सी० एस० आई० आर० की तरफ आता है । यह जो इंडियन इंस्टीट्यूट आफ बायोकैमिस्ट्री एंड एक्सपैरिमेंटल मैडीसिन है इस की बिल्डिंग यादवपुर में बन रही है और उस पर पचास लाख रुपया भी खर्च हो चुका है । इतना पैसा खर्च करने के बाद, इतना काम हो जाने के बाद मैं जानना चाहता हूं कि क्या कारण है कि उस को कल्याणी भेजा जा रहा है ? कल्याणी अभी एक देहाती जगह है, वहां सांइटिफिक रिसर्च का कोई एटमसफीयर नहीं है, वहां कोई फैसिलिटीज नहीं है रिसर्च की, लेकिन सिर्फ उस संस्था को बदनाम करने के लिए, उस अच्छी संस्था को खत्म करने के लिये यह सब किया जा रहा है । इसक बारे में झगड़ा उठा था । इस समस्या का हल करने के लिए सी०एस०आई०आर० ने एक एक्सपर्ट कमेटी बनाई थी । लेकिन उस एक्सपर्ट कमेटी में एक भी आदमी बंगाल का नहीं लिया गया, एक भी ऐसा आदमी नहीं लिया गया जिस को कि यादवपुर के बारे में या कल्याणी के बारे में कोई अच्छी जानकारी हो । इस के जो चेयरमैन थे उन का मैं नाम नहीं लूंगा, उन को अपना काम पूरा करने के पहले ही एमेरीटस प्रोफैसर की आफर दे दी गई । इस ढंग से उस काम को किया गया है । उस पर गलत निश्चय किया गया है । मंत्री महोदय से निवेदन करूंगा कि उस मसले को ठीक तरह से फिर से वह देखें, उस पर वह विचार करें और एक संस्था को इतनी जल्दी खत्म न कर दें और उस संस्था को जो हिन्दुस्तान को वैज्ञानिक दृष्टि से प्रगति पथ पर ले जाने के लिये इतना अच्छा काम कर रही है ।

मैं जो कुछ अब कहने जा रहा हूं, उस का भी मैं नाम नहीं लूंगा । कुछ दिनों से ऐसा हो गया है कि सी०एस०आई०आर० के अन्दर जितनी भी नियुक्तियां हुई हैं, जितनी भी पदोन्नतियां हुई हैं उन का मापदण्ड ठीक नहीं रहा है । मैं उन लोगों में से हूं जिन की हमेशा से शिकायत रही है कि हिन्दुस्तान में मुसलमानों को नौकरियां ठीक ढंग से नहीं मिलती हैं, मैं उन लोगों में से हूं जिन का हमेशा से यह कहना रहा है कि पल्टन में, मिलिटरी में मुसलमानों को स्थान दिया जाना चाहिये । लेकिन यह कैसी अजीब बात है कि अगर एक आदमी को किसी संस्था का डाइरेक्टर जनरल बना दिया जाता है तो उस के बाद ही उस सम्प्रदाय के लोगों को तमाम नौकरियों में लिया जाता है । यह बहुत खतरनाक चीज है सेकुलर स्टेट के लिये और धर्मनिरपेक्षता के लिये । शिक्षा मंत्रालय .....

17 hrs.

Shri M. C. Chagla: This is a very libellous statement. So long as I am in charge of any Ministry, no communal consideartions will prevail. I will ask my hon. friend to point out to me a single case where I have made a single appointment on communal considerations. I resent nothing more than that.

श्री किशन पटनायक : मन्त्री महोदय हमेशा डींग मारते हैं कि क्या क्या वैज्ञानिक-प्रगति हुई है । अभी पिछले सेशन में जब बनारस हिन्दू विश्वविद्यालय विधेयक पर चर्चा चल रही थी तब हमारे दल से यह कहा गया

[श्री किशन पटनायक]

कि हिन्दुस्तान में रिसर्च ठीक ढंग से नहीं होती, हिन्दुस्तान में विज्ञान की प्रगति नहीं हो रही है। तब मन्त्री महोदय ने क्या जवाब दिया था कि क्या आप ने सुना नहीं है नलिकर का नाम। मैं जानना चाहता हूं कि क्या नलिकर का नाम आप हिन्दुस्तान की रिसर्च के लिये लेंगे। क्या गोरखपुर की बहादुरी दिखलाने के लिये आप छेदी जगन का नाम लेंगे। नलिकर ने कहां रिसर्च की थी। कैम्ब्रिज में की थी। नलिकर जैसे और भी हजारों लोग सोवियट रूस और अमरीका में हो जाते हैं।

आखीर में हिन्दुस्तान की वज्ञानिक प्रगति क्या हुई है इसकी सिर्फ एक मिसाल देकर मैं बैठ जाऊंगा। पामर पुटनैन साहब हैं अमरीका के, जिन्होंने एक किताब लिखी है "एनर्जी इन दि फ्यूचर"। उसमें एक वाक्य है :

"A 5000 a month production rate of low cost solar cookers was inaugurated at Bombay on May 27, 1953, but Shri K. D. Malaviya, Deputy Minister for Natural Resources and Scientific Research."

मालवीय जी को यहां मलेरिया जी लिखा गया है। कुछ भी हो लेकिन यह हिन्दुस्तान का ऐडवर्टाइजमेंट है जो कि अमरीका की किताबों में दिया जाता है। हिन्दुस्तानियों को पता नहीं कि सन् कुकर क्या चीज है। 1953 में मालवीय जी या मलेरिया जी ने उद्घाटन किया था। अभी हमारे हिन्दुस्तान में वैज्ञानिक प्रगति का यह नमूना है।

अध्यक्ष महोदय : श्री विश्वनाथ पाण्डेय अभी मैं श्री प्रकाशवीर शास्त्री की ओर भी आता हूं।

श्री विश्वनाथ पाण्डेय (सलेमपुर) : अध्यक्ष महोदय, इस विभाग की मांगों पर बहुत से माननीय सदस्यों ने अपना विचार प्रकट किये हैं। मैं मन्त्री महोदय से अनुरोध करूंगा कि सब लोगों ने जो विचार प्रकट किये हैं वह बहुत ही अच्छे हैं। इस समाजवादी व्यवस्था के अन्तर्गत यह आवश्यक है कि शिक्षा पद्धति में आमूल परिवर्तन हो। आज की जो शिक्षा पद्धति है उससे इस देश का कल्याण होने वाला नहीं है क्योंकि यह देखा जाता है कि इस शिक्षा पद्धति से बेरोजगारी बढ़ती चली जा रही है।

यह मन्त्रालय बहुत ही महत्वपूर्ण मन्त्रालय है और इस मन्त्रालय पर गुरुतम भार है। वैज्ञानिक अनुसन्धान विभाग का कार्य है, इसके अलावा सांस्कृतिक कार्यक्रम है, खेल कूद का भी कार्य इसी मन्त्रालय के ऊपर है। इस लिये इस मन्त्रालय का कार्य बहुत भारी हो गया है और इसको सही तरीके से काम करना चाहिये। मुझे उम्मीद है कि शिक्षा विशारद और न्यायाधीश चागला साहब और श्री भक्त दर्शन के हाथ में जो यह मन्त्रालय है वह प्रगति की तरफ जायेगा। लेकिन मैं इस बात को कहना चाहता हूं कि जिस देश के अन्दर राष्ट्रीय शिक्षा पद्धति नहीं होती उस देश का विकास नहीं हो सकता है और वह आगे नहीं चल सकता है।

शिक्षा मन्त्री महोदय ने कई बार कहा कि शिक्षा प्रान्तीय शिक्षा मन्त्रालयों के ऊपर अवलम्बित है। लेकिन संविधान में इस प्रकार का निर्देश है कि केन्द्रीय शिक्षा मन्त्री महोदय और केन्द्रीय शिक्षा मन्त्रालय अपने उत्तरदायित्व से अलग नहीं हो सकते हैं। छः वर्ष से लेकर 14 वर्ष के लड़कों के लिये अनिवार्य शिक्षा और अनुसूचित जातियों और आदिम जातियों तथा पिछड़े वर्गों के जो लोग हैं उनकी शिक्षा के उत्थान के लिये केन्द्रीय मन्त्रालय के ऊपर भी हैं। उनकी शिक्षा के लिये भी आवश्यक है कि केन्द्रीय सरकार उन पर ध्यान दे।

इस देश के अन्दर शिक्षा के चार स्तर हैं। प्रारम्भिक विद्यालय, माध्यमिक विद्यालय, उच्चतर माध्यमिक विद्यालय और

विश्वविद्यालय के स्तर की शिक्षा । यह आज कल चल रहा है । इसमें जो आंकड़े उन्होंने प्रस्तुत किये हैं उससे यह साबित होता है करोड़ों बच्चे शिक्षा प्राप्त कर रहे हैं । इसमें कोई शक नहीं है कि लाखों स्कूल हैं और लाखों अध्यापक हैं । लेकिन ऐसा होते हुए भी हिन्दुस्तान में जो साक्षरता है वह सिर्फ 24 फी सदी है । इन में से 34·6 पुरूष हैं और 12.9 स्त्रियां हैं । इसके मुकाबले मैं आप को अन्य देशों के आंकड़े बतलाना चाहता हूं । रूस में 87 प्रतिशत साक्षरता है, अमरीका में 97 प्रतिशत है, चीन में 44 प्रतिशत है, फ्रांस में 96 प्रतिशत है, ब्रह्मा में 42 प्रतिशत है और लंका में 58 प्रतिशत है । बहुत से देश ऐसे हैं जैसे आस्ट्रेलिया, डेनमार्क, जर्मनी, जापान नार्वे, स्विटजरलैण्ड, इंग्लैण्ड, जिन में निरक्षरता बहुत कम है । मैं समझता हूं कि इतना करने के बाद भी हमारे यहां जो साक्षरता है वह बहुत कम है । इसकी तरफ भी इस मन्त्रालय को विशेष ध्यान देना चाहिये ।

मैं राष्ट्र भाषा के सम्बन्ध में भी कुछ कहना चाहता हूं । हिन्दी राष्ट्र भाषा है । चागला महोदय ने गत वर्ष के बजट के समय अपने भाषण में कहा था :

"I now come to the question of Hindi. Let me first give an assurance to this House which sometimes looks at me with suspicion on this subject, that I will give my full support to the propagation of Hindi in this country. That is the Constitution and we must all be loyal to the Constitution."

मैं समझता हूं कि उनका विचार है, उनका मन्तव्य है, कि हिन्दी जो कि राज भाषा है, जो उस पद पर आसीन हुई है, उसको हम आगे ले चलें । लेकिन उन्होंने जो शिक्षा आयोग बनाया है उसमें कोई हिन्दी का प्रतिनिधि नहीं रखा गया है । यह खटकने वाली चीज है । मैं आग्रह करता हूं कि हिन्दी का प्रचार और प्रसार करने के लिये शिक्षा मन्त्रालय उत्तर-दायी है लेकिन शिक्षा मन्त्रालय और गृह मन्त्रालय ने ठीक से काम नहीं किया है । यही वजह है कि सन् 1965 के बाद भी हिन्दी राजभाषा के पद पर आसीन नहीं हो सकी। जिस समय संविधान निर्माताओं ने हिन्दी को राजभाषा बनाया था उस समय यह समझ कर बनाया था कि हिन्दी ही ऐसी भाषा हो सकती है । ऐसा करके हिन्दी के प्रति कोई दया का काम उन लोगों ने नहीं किया है बल्कि इसलिये किया था कि देश के 20 या 25 करोड़ लोग हिन्दी जानते थे । महात्मा गांधी ने भी यही समझा कि इस देश में वही राजभाषा होनी चाहिए जिस के अन्तर्गत सारे लोग अपने विचार प्रकट कर सकें और अंग्रजों के खिलाफ बगावत पैदा कर सकें । उस वक्त अंग्रेजी का प्रश्न नहीं था । जो लोग आज भी अंग्रजी को लादे रखना चाहते हैं उन की तादाद 1 या 2 फी सदी से ज्यादा नहीं है । अंग्रेजी बोलने वाले आज अपने को बड़ा समझते हैं । वे समझते हैं कि हिन्दी बोलने वाले छोटे हैं । इसलिये जब तक अंग्रेजी नहीं हटेगी तब तक सामन्तशाही चलती रहेगी और सब लोग बराबर नहीं समझे जायेंगे । तब तक बड़े और छोटे का भाव चलता रहेगा । आप देखते हैं कि 80-90 प्रतिशत लड़के अंग्रेजी के अन्तर्गत फेल होते हैं । इस लिये में चाहता हूं कि जो हिन्दी भाषी प्रान्त हैं उन पर अंग्रेजी न लादी जाये । उसी तरह से यह भी है कि पंडित जी के समय में जो राजभाषा विधयक पास हुआ था उस में यह था कि अंग्रजी अनन्त काल तक सह-भाषा के रूप में चलती रहेगी । उस के लिये कोई समय निर्धारित नहीं है, हालांकि हमारे संविधान निर्माताओं ने सन् 1965 की अवधि रक्खी थी । में चाहूंगा कि इस के लिये कोई अवधि रक्खी जाये । जिस के अन्दर हिन्दी अपने राज भाषा के पद पर आसीन होजायेगी ।

मैं संस्कृत के बारे में भी कुछ कहना चाहता हूं । इस लिये कहना चाहता हूं कि संस्कृत सब भाषाओं की जननी है और संस्कृत भाषा के अन्दर जो ग्रन्थ हैं वह संसार

[श्री विश्वनाथ पाण्डे]

की किसी भाषा के अन्दर नहीं हैं । उस संस्कृत भाषा के रचियता पहाड़ों म रह कर, जंगलों में रह कर भारतवर्ष की सभ्यता और संस्कृति का उत्थान करते थे । लेकिन हिन्दुस्तान के अ दर केवल दो संस्कृत विश्वविद्यालय हैं । एक काशी और दूसरा दरभंगा में । दरभंगा का विश्वविद्यालय नगण्य सा है । काशी विश्वविद्यालय जो है उस की शाखायें सारे देश में हैं । मैं मंत्री महोदय से आग्रह करूंगा कि वे संस्कृत के प्रचार के लिये अधिक धनराशि दें । जो बनारस का संस्कृत विश्वविद्यालय है उस के उपकुलपति श्री सूरत नारायण मणि हैं । जब वहां वह गये तो संस्कृत का काम आगे बढ़ा । लेकिन जो पंडित लोग हैं, अध्यापक हैं, गांवों में रहते हैं, कस्बों में रहते हैं, उन के वेतनक्रम कम हैं । जो शास्त्री और आचार्य पास होते हैं उन को दूसरे अध्यापकों के समान वेतन नहीं दिया जाता । जो बी० ए० और एम० ए० पास होते हैं उन के बराबर की नौकरी उन को नहीं दी जाती है । मैं आग्रह करूंगा कि इन लोगों की संरक्षण दिया जाये ।

17.08 hrs.

[SHRI R. K. KHADILKAR *in the Chair*]

हमें स्त्री शिक्षा के बारे में भी कहना चाहता हूं । बालिका विद्यालय, वनस्थली, राजस्थान में है । उस स्थान से बहुत ही अच्छा काम स्त्रियों के लिये हुआ है । मैं मंत्री महोदय से आग्रह करूंगा कि जो वनस्थली बालिका विद्यालय है उस को केन्द्रीय सरकार अपने हाथ में ले । अगर सरकार स्त्री शिक्षा के उत्थान के लिये कटिबद्ध है तो आवश्यक है कि हर एक प्रान्त में बालिका महाविद्यालय खोला जाये । इस देश के अन्दर 62 यूनिवर्सिटीज हैं । उन मे से 9 ऐसी संस्थायें हैं जो कि महाविद्यालय हैं, जिन को विश्वविद्यालय का रूप दिया गया है । लेकिन जब तक बालिकाओं के लिये प्रान्तों में विश्वविद्यालय नहीं खोले जायेंगे तब तक स्त्री जाति की शिक्षा आगे नहीं बढ़ सकती है ।

इसी के साथ ही साथ हिन्दी के लिए यह जरूरी है कि अहिन्दी भाषी प्रान्तों में हिन्दी का एक एक विश्वविद्यालय खोला जाए और जितने विश्वविद्यालय हैं हिन्दुस्तान म उन के अन्तर्गत हिन्दी विभाग जरूर रखा जाए ।

मैं उत्तर प्रदेश के बारे में भी कुछ कहना चाहता हूं । उत्तर प्रदेश की आबादी साढ़े सात करोड़ है, लेकिन जिस तरीके से यह प्रदेश कृषि में पीछे है, सिचाई में पीछे है, बिजली में पीछे है, उसी तरीके से शिक्षा में भी पीछ है । उत्तर प्रदेश में पुरुष साक्षरों की संख्या 17.6 प्रतिशत है और स्त्रियों की साक्षरता केवल 7 पर सेंट है । मुझे अफसोस के साथ कहना पड़ता है कि वहां अध्यापकों ने हड़ताल की अपनी उचित मांगों के लिए उनका वेतनक्रम बहुत कम है, जो अध्यापक गवर्नमेंट स्कूलों में काम करते हैं उन के वेतन म और जो अध्यापक गैरसरकारी स्कूलों में काम करते हैं उन के वतन में बहुत अन्तर है । जिस देशका राष्ट्रपति अध्यापक हो, जिस देश का उपराष्ट्रपति अध्यापक हो और जिस प्रदेश का शिक्षा मंत्री अध्यापक हो वहां यह अवस्था नहीं होनी चाहिये । मेरा सुझाव है कि इन सब को मिल कर इस पर विचार करना ही चाहिए और उन के वेतनक्रम की ओर ध्यान देना चाहिए ।

गोरखपुर में एक ग्रामीण विश्वविद्यालय है । यह ढाई करोड़ जनता के बीच में है और उस से सम्बन्धित कुछ कालिज हैं ।

Mr. Chairman: The hon. Member must resume his seat now. Every Member will get just ten minutes; otherwise I cannot accommodate all the Members.

श्री विश्वनाथ पाण्डेय : मैं आपका ध्यान गोरखपुर ग्रामीण विश्वविद्यालय की ओर दिलाना चाहता हूं। उसको अधिक धन दें और जो उसके सम्बन्धित कालिज हैं उनको भी सहायता दी जाए।

हिन्दू यूनीवरसिटी के सम्बन्ध में मेरा निवेदन है कि उस के नाम से "हिन्दू" शब्द न निकाला जाए। हम को महामना मालवीय जी की भावना की रक्षा करनी ही चाहिए

Mr. Chairman: Now, you have got to finish.

Shri Bhagwat Jha Azad: But let him finish his sentence. He must be allowed to finish his sentence.

Mr. Chairman: I have given that chance.

श्री विश्वनाथ पाण्डेय : हिन्दू यूनीवरसिटी के बारे में आप एक विधेयक लाने वाले हैं। मेरा निवेदन है कि महामना मालवीय जी की भावना का खयाल रखते हुये इस यूनीवरसीटी के नाम में से 'हिन्दू" शब्द न हटाया जाए। इसी सदन में शिक्षा मंत्री जी ने कहा था कि अगर सदन के दो तिहाई सदस्य ऐसी राय देंगे तो वह इस विश्वविद्यालय के नाम में से "हिन्दू" शब्द हटाने के सवाल पर विचार कर सकते हैं। मेरा अनुरोध है कि मालवीय जी की भावना की रक्षा करते हुए हम को ऐसा नहीं करना चाहिए और इस शब्द को नहीं हटाना चाहिए।

Mr. Chairman: Shri Vidyalankar.... (*Interruptions*). I have got to accommodate as many speakers as possible and control the House.

Shri P. R. Patel: Why accommodate all? Why not only four, but at least allowing time to finish the points. Members should be allowed to complete their sentences.

Mr. Chairman: I know. This will not do.

Shri Bhagwat Jha Azad (Bhagalpur): There should be some way of doing things. A Member is a Member; he is not a school boy.

Mr. Chairman: Shri Vidyalankar. I would now request every Member not to exceed ten minutes.

Shri Bhagwat Jha Azad: Why don't you do so in all cases? Why different times for different faces?

श्री ह० च० सोय : मेरा व्यवस्था का प्रश्न है। आपको नामों की लिस्ट भी दी गयी है और सदन में हम बार बार खड़े हो कर आपका ध्यान भी आकर्षित करते हैं। मैं जानना चाहता हूं कि सदस्यों को बुलाने का आप का कौन सा तरीका है ?

Mr. Chairman: As far as possible, we are trying to accommodate representatives from every State. Of course catching of the eye still remains.

Shri P. R. Patel: I think there is no need to lay down any rules if the Chair follows arbitrary rules. Our objection is that the Chair invites discipline. If you want indiscipline in the House, you can follow any rule you like. What is this nonsense?

Mr. Chairman: Hon. Member must withdraw that word.

Shri P. R. Patel: I withdraw.

Shri A. N. Vidyalankar (Hoshiarpur): I think, Sir, that this time will not be deducted from my time. Whenever I rise to speak, I am called to speak at a time when the time limit is reduced to ten minutes and this has been my fate almost always. I shall try to complete what I wanted to say in ten minutes.

So far as the performance of the Ministry of Education is concerned, if we take it quantitatively, it is sufficiently impressive. Most of the States have accepted the plan of compulsory

[Shri A. N. Vidyalankar]

education. According to the present estimate, by the end of the Third Plan 78 per cent children of the 6-11 age group and 32 per cent of the 11-14 age group will be in schools. At the secondary stage and at the university level also there has been a lot of expansion, although I feel that girls' education has not expanded and there is a great lot to be done. But I still hope that the Ministry has in view their problem also. It is a welcome suggestion that the Government is going to establish junior agricultural schools for four lakh children. It is really a fascinating idea. Therefore, so far as the quantitative aspect of the work of this Ministry is concerned, this Ministry has a good record.

But, qualitatively speaking, I feel there is a lot to be done. About that much has been said by everybody, from the Minister of Education down to various officers in the field of education, but very little is being done in that direction. Only last Sunday our Deputy Education Minister stated in Jullundur at a meeting that he regretted that even after 18 years of independence we could not evolve a national system of education.

What is our conception of national education? This conception arose when we were fighting for our independence. In those days, Rabindranath Tagore, Lala Lajpat Rai, Mahatma Gandhi and others ad given us the concept of national education. In those days we used to think in the terms of national education. Where is that national education now? Just now I mentioned what the Deputy Education Minister said. He also feels that even after 18 years we have not been able to evolve a proper system of national education.

What is national education? In those days the students had national sentiments and urge. During those days of our fight for independence we had dreamt of an India where the citizens had an urge, the spirit and impulse that moved the masses in those days. That spirit brought us in contact with the masses. Where are those impulses, those emotions? We are today talking of 'integration', 'emotional integration' of the nation. If there are no emotions, how can we achieve that. Where are those emotions which should integrate us?

Therefore, I think it is the task of education to bring that about. This matter should attract the attention of the Education Ministry. I feel that in our country so far as the national character is concerned it is deteriorating and we have suffered a serious set-back. Therefore, this is the most important task that education should take up.

Our education is creating divisions; it is erecting a wall, between the educated classes and illiterate masses. The modern education has this defect not only in India but in those countries which have gained their independence recently. With regard to those countries also the same difficulties are being felt. Mr. Richard Hoggert had explained this problem in his thesis on the "Uses of Literacy". I will read out only the relevant portions. He gives a vivid example of how a university education may drive a wedge between a young man and his working-class family:

> "....For an African the impact of a university education is something inconceivable to a European. It separates him from his family and his village (though he will, with intense feeling and loyalty, return regularly to his home and accept what are often crushing family responsibilities). It obliges him to live in a Western way, whether he likes to or not. It stretches his nerve between two spiritual worlds, two systems of ethics, two horizons of thought. In his hands he holds the terrify-

ing instrument of Western civilisation; the instrument which created Jefferson's speeches, the philosophy of Marx, the mathematics and chemistry of atomic destruction. His problem is how to apply this instrument to the welfare of his own people. But he has no opportunity to reflect on this problem. For one thing, the gap between himself and his people is very great....."

In our country, the medium of instruction is English and this has created a big gap. I am not amongst those who are fanatic supporters of only Hindi. I am in favour of Hindi, but I am also in favour of the other Indian languages, if only we could make all the Indian languages as the media of instruction, as a devotee of Hindi I am confident that Hindi will progress thereby. It is a wrong conception that if we had made Hindi the medium of all communications, then alone Hindi will prosper. If the regional languages were made the media of instruction, then only Hindi will prosper as a consequence. At present, what is standing in our way is the English medium, in which our children are being educated.

Dr. Nkrumah also once said:

"In our time, the universities are looked upon almost as if they were the heart of the nation, essential to its life and progress. Yet, although they are 'the heart of the nation', the universities and their graduates are isolated from the life of the common people in a way which has had no parallel in England since the middle ages. This is the peculiar dilemma of the African university."

I do not want to quote the other passages. The isolation of educated classes from the masses is a serious problem which India is facing today.

Then there are the spiritual and social aspects. What is the social sense that our education is creating? What is there in our education to create a sense of democracy in the people and train them for democracy? Now, we take the other aspects, for instance, we introduced basic education. But at present what is the state of education? Economically, education today has become the biggest agency for creating educated unemployment. This is the biggest agency in India which is creating unemployment. What have we done to change this aspect of education?

Some time back the Minister said that we were making education production-oriented. At present, we are making children fit to become little clerks and other petty employees. This is not education and this is not orientation. And when we talk of basic education, the main feature is, even though we want production, production is an incident and education is the purpose. I will not dilate on that.

Similarly, in scientific education also much remains to be done. For want of time, I will not go into details.

In the end I would only say that the mere appointment of commissions will not help us in solving our problems. Many commissions had submitted reports—the Radhakrishnan Commission, Mudaliar Commission and other commissions. So many commissions were appointed that I cannot count them. But what have we done with their recommendations? Nothing. So, I say it is only our psychology of escapism—just referring a matter to a commission and then awaiting the report and recommendation of the commission, doing nothing in the meanwhile. This is not the way of dealing with important problems of education. We have to convert our present system of education into real national education. That is what the Education Ministry should do, in the immediate future.

Shri S. Kandappan (Tiruchengode): Mr. Chairman, I am thankful to Dr. Govind Das for clarifying his stand on the question of the medium of instruction. I think the Government subscribes to that view. On that they have held a consistent policy all along. But here in the Report, at page 71, there is a sentence which reads:

> "Establishment of Hindi Medium Colleges and Schools in non-Hindi Speaking States. . "

This sentence is somewhat shocking. I do not know who is the author of this sentence, and what is the motive behind it. If this view is really in the offing, in the mind of the Education Ministry, I think the whole thing should be scrapped. The Government should make a categorical statement about the policy that they are going to pursue with regard to the medium of instruction in the colleges.

It is really astonishing that they should think in terms of establishing Hindi medium colleges in non-Hindi-speaking areas. I do not find any necessity for that. I think, rather, on the perusal of this whole Report as well as the performance of this Ministry in previous years, that the progress of this Ministry is being hampered by an undue importance, undue weight being attached to this Ministry for the propagation of Hindi. I think, it is not properly the mandate given to it.

As far as the technological side and research work is concerned, I do not say that this Ministry has not achieved anything; but if they had not frittered away their energy consistently in making futile efforts for the propagation of Hindi by some ingenious means and concentrated just on improving the standards, they would have shown better results.

On page 48 under the heading "Council of Scientific and Industrial Research" I find that there is a Hindi Unit. I quote:—

> "The Council has set up a Hindi Unit during the year 1964 with the idea of developing Hindi as a vehicle for dissemination of scientific knowledge and for communicating such activities of the CSIR as are directly related to the economic development of the country. The programme of the Hindi Unit includes the translation of the 10 volumes of the Wealth of India—Raw Materials, bringing out monograph on important industries based on the Industrial Products Series of the Wealth of India and low-cost publications on popular science subjects" etc.

If the findings and research of the CSIR is to benefit the country at large, I fail to understand why Government should concentrate only on disseminating this knowledge in Hindi and not in other languages. They should pay serious attention to these things. This is really very important. If at all this Government is going to take up the work of disseminating this knowledge, they should do it in all the languages in fairness to all language communities.

Even in the case of text-books and in other cases I find that there is an undue importance, a sort of predilection and favouritism, shown to a particular regional language to the detriment of other Indian national languages. I should urge upon the Government really to reconsider and bestow attention to this vital matter. In fact, I feel that matters of such nature create real apprehension in the minds of the non-Hindi speaking people. I should say, even the recent popular upsurge over the language issue in Tamilnad had arisen out of this sort of uncalled for, perverted and insidious attempts of the Central Government to perpetuate the use of Hindi.

With regard to the language upsurge even the Prime Minister of India thought fit in his wisdom to ascribe it solely to false propaganda. He cited as an example that the Tamilnad public was told that if the Government of India's language policy was going to prevail, in the long run the people might not even be able to call their mothers and fathers as *amma* and *appa*, rather as *mataji* and *pitaji*. I do not think the propaganda against Hindi is carried on such filmsy grounds, nor is there any necessity when there are solid grounds to advance our arguments. But my fear is that even this unthinkable eventuality is materialising in a place where the imparting of education is the jurisdiction of the Central Government directly. I refer to the education that is being imparted in Union territories, particularly in Andamans.

I had the honour to visit the Andaman and Nicobar Islands a year and a half ago. This Report points out that there are about 112 primary schools in the whole of Andaman and Nicobar Islands. I do not know whether the Minister is aware that there are hundreds of school-going children there who are Tamil-speaking but who are not provided with any facility in any of these schools to have even their primary education in Tamil, that is, their mother tongue. I do not know whether this is the policy in other directly-administered territories. But it is really shocking that hundreds of students studying in those schools are taught, even at the primary level, only Hindi and nothing else. In fact, I received complaints that even where the Bengalis are settled, that is the case. I do not know whether these things are brought to the notice of the Government. But still if that is the position, the Government should really take serious note of it and do something to remove all this disparity in the implementation of their policies as far as education goes. If they concentrate only on the quality of education, then there will not be any quarrel and, I think, that is the only thing that the Education Ministry should take up in real earnest.

Then there is another very important matter. I think the Government is somewhat becoming notorious for impropriety, for all kinds of administrative shabby dealings. I really regret to bring to the notice of the hon. Minister of Education of such a thing in his own Ministry. There is a reference about what the Government has been doing with regard to the development and improvement of the children's education. It seems Government is giving some grants and incentives by way of awarding national prizes to the writers of the best books intended for the children.

17.32 hrs.

[SHRIMATI RENU CHAKRAVARTTY *in the Chair.*]

But here I am concerned only with that of a certain Children's Book Trust. On 24th April, 1963, I raised a question on that Children's Book Trust and the hon. the then Education Minister answered that there is one Trust like that though the Government has got nothing to do with that. He claimed that it is a private institution. In 1959-60, the Ministry had advanced a loan of Rs. 7 lakhs to that institution and then again in 1962-63, Government advanced a loan of Rs. 13 lakhs for the construction of a multi-storeyed building for that Trust. I do not know where that Book Trust is located and what they are doing. So far as the authenticated information given in this House goes, that Book Trust has so far published only two books, one in Hindi and another in English at a cost of about Rs. 25,000. The Government has advanced loans to the tune of Rs. 20 lakhs to a private Trust without even taking into account the assets of that institution. The whole amount of Rs. 20 lakhs was paid last year itself. There is a reference to that in the

[Shri Kandappan]

last year's Report. On p. 11 of that report, it is stated:

> "During the year, the entire plan of Rs. 20 lakhs sanctioned for the construction of the building and the setting up of a printing press was released to the Children's Book Trust. The building is nearing completion and the press is being set up."

They are advancing loans to private bodies to construct a building and to set up a press. There is something very shabby about that. I request the hon. Minister to probe into this matter and, apart from this, to pay some attention towards really bringing out some books. I would rather prefer this work to be entrusted to the States. Even if he wants to take it up, it should be on a country-wide basis and not on a parochial or regional basis. It should be done on a national scale. It should benefit all the children in the country and not any group belonging to a particular region. I request the hon. Minister to pay his attention to this thing.

Before I conclude, Madam, there is only one thing more and I would very much like the Minister to give a very categorical reply without indulging in any kind of circumlocution or prevarication or evasion. Let him say positively whether the Government is holding the view that in the schools and colleges, right from the primary level to the top, the medium of instruction must be the mother tongue and none else, whatever be the name given to that other language. If that is the view, the Government should earnestly begin to work in that direction because, you know, in my State—I come from a State where there are few colleges in which the medium of instruction is Tamil—some colleges have switched on to that and, in fact, the Government of Tamilnad is doing something with regard to that in that one area. But I find that not a single paisa has been paid from the Centre for that kind of work. This kind of neglect does not conduce to a smooth switch-over. So, Government should seriously ponder over this matter and see that a fair deal is given to all the national languages.

Shri Shree Narayan Das: May I request you to extend the time by half an hour, because a large number of hon. Members want to speak?

Shri Gauri Shankar Kakkar (Fatehpur): It should be extended by at least an hour.

Mr. Chairman: It is not possible to extend the sitting of the House by an hour. We have already extended the time by an hour. So, the House will conclude its sitting at 6 P.M.

श्रीमती सहोदराबाई राय (दमोह) : क्या महिलाओं को समय नहीं दिया जायेगा?

श्री हं० च० सोय : कम से कम आधा घंटा और एक्सटेंड किया जाये ।

सभापति महोदय : नहीं—श्री नरदेव स्नातक ।

श्री नरदेव स्नातक (हाथरस): सभापति महोदया, मैं अपनी बात कहने से पहले शिक्षा मंत्री और उन के सहायक मंत्रियों को धन्यवाद देना चाहता हूं कि उन्होंने यहां पर बहुत से माननीय सदस्यों से शिक्षा के सम्बन्ध में सुझाव और विचार सुने ।

वस्तुतः इस वक्त हमारे देश में शिक्षा के बारे में बड़ी विचित्र स्थिति है और वह यह है कि इन अठारह वर्षों में हम अभी तक उसी शिक्षा-पद्धति और उसी विचारधारा को अपनाए हुए हैं जो कि अंग्रेज छोड़ कर गए हैं । इस सम्बन्ध में हमारे संविधान में जो कुछ भी तय किया गया है उस को अभी तक पूरे रूप में कार्य रूप में परिणित नहीं किया गया है । मैं आप के द्वारा शिक्षा मंत्री से

कहूंगा कि संविधान में यह निहित है कि चौदह वर्ष तक की आयु के बच्चों को निशुल्क और अनिवार्य शिक्षा दी जाये । संविधान के इस निर्देश का पालन करना शिक्षा मंत्रालय का कर्तव्य है लेकिन सरकार ने अभी तक उस को पूरा नहीं किया है ।

यह ठीक है कि आज हम बहुत सा सरकारी पैसा बड़े बड़े डैम्ज़, स्टील प्लांटस, फ़ैक्टरियों और कारख़ानों पर लगा रहे हैं । यह उचित है और पैसा लगाना चाहिए, परन्तु मैं यह निवेदन करना चाहता हूं कि उन डैम्ज़, स्टील प्लांटस और फ़ैक्टरियों की अपेक्षा इन्सानों और मानवों को बनाना परमावश्यक है । यदि ये बन जाते हैं, तो निश्चय ही डैम्ज़, प्लांटस और फैक्टरियां आदि बनाने में काफ़ी सहूलियत होगी और वे बड़ी सरलता से बनाए जा सकेंगे । मंत्री महोदय से मेरा यह निवेदन है कि वह इस दिशा में ज्यादा प्रयत्न करें और जैसा कि कुछ माननीय सदस्यों ने कहा है शिक्षा के विषय को फूड प्राबलम के समान और युद्ध स्तर के समान लेना चाहिए और उस पर ज्यादा से ज्यादा पैसा व्यय करना चाहिए, ताकि हमारे देशवासियों को अधिक से अधिक शिक्षित किया जा सके ।

हमारे कुछ साथियों ने—और ख़ासकर दूसरी पार्टियों के माननीय सदस्यों ने—हिन्दी के बारे में कहा है कि यह तो राष्ट्र-भाषा है ही नहीं और यह तो केवल उत्तर भारत में रहने वाले कुछ लोगों की अपनी भाषा है । वे लोग अंग्रेजी को ही अपनी राष्ट्रभाषा समझते हैं । मेरा उन से यह निवेदन है कि हिन्दी इस देश की राष्ट्र-भाषा हो चुकी है और इस को बोलने वालों और समझने वालों की बहुत बड़ी संख्या इस देश में है । मैं समझता हूं कि हिन्दी बोलने वालों और समझने वाले इस देश में करीब सत्तर फ़ीसदी हैं; जब कि अंग्रेजी को समझने वाले केवल दो फीसदी हैं और वे भी शुद्ध अंग्रेजी नहीं समझ और बोल सकते हैं । हिन्दी के बारे में यह कहना कि यह राजभाषा नहीं है — जैसा कि कुछ माननीय सदस्यों ने कहा है — उचित और ठीक नहीं है ।

शिक्षा मंत्री महोदय कहते हैं कि यह स्टेटस का विषय है, इसलिए स्टेटस के लोग इस पर ध्यान दें और इस पर पैसा खर्च करें । परन्तु केन्द्रीय शिक्षा मंत्रालय का यह कर्त्तव्य हो जाता है कि वह स्टेटस के द्वारा इस कार्य को ज्यादा से ज्यादा प्रगति दे । हमारे दक्षिण के कुछ भाई यह कहते हैं कि अभी वहां पर हिन्दी का प्रसार और प्रचार बहुत कम है । यह ठीक है और उन की दिक्कतें हैं, क्योंकि अभी उन का अपनी मातृ-भाषा या प्रान्तीय भाषा, और अंग्रेजी के ऊपर अधिकार है । मेरी शिक्षा मंत्री महोदय से प्रार्थना है कि वह उन को अधिक वजीफे दें, अधिक से अधिक सहायता दें ताकि हिन्दी की प्रगति हो सके । इस तरह से आप राष्ट्र भाषा की अधिक प्रगति करने में सहायक हो सकते हैं ।

मैं तो यहां तक कहूंगा कि उत्तर भारत में ऐसी कुछ संस्थायें खुलनी चाहिये जहां कि दक्षिण भारत के बच्चे आ कर पढ़ सकें, उत्तर भारत में आ कर हिन्दी का अध्ययन कर सकें, इसको समझ सकें, यहां के रहन सहन को, यहां के आचार विचार को जान सकें । इस तरह से दक्षिण और उत्तर का एक तरह से समन्वय होगा । इसी तरह से उत्तर भारत के बच्चे भी दक्षिण में जायें वहां पर रहें और पढ़ें, वहां की जो जो प्रान्तीय भाषायें हैं उनको भी सीखें । अगर उत्तर का दक्षिण में और दक्षिण का उत्तर में इस प्रकार से आदान प्रदान होगा, बच्चे इस तरह से आयें जायेंगे तो मैं समझता हूं कि हिन्दी भाषा का अधिक से अधिक प्रसार और प्रचार होगा और दक्षिण के लोग जो यह कहते हैं कि यह हिन्दी भाषा केवल उत्तर भारत के लोगों की भाषा है और हम लोग हिन्दी को उनके ऊपर लादना चाहते हैं, यह विवाद भी दूर हो जाएगा ।

[श्री नरदेव स्नातक]

कुछ माननीय सदस्यों ने संस्कृत के सम्बन्ध में कहा है । मैं कहना चाहता हूं कि संस्कृत भाषा सारे संसार की भाषाओं की जननी है । लेकिन इतना होने पर भी इस देश में संस्कृत का बहुत ही कम प्रसार हो पाया है । आपने बताया है कि केवल 75 लाख रुपये तीन वर्षों में खर्च किये गये हैं । गुरुकुलों का जहां तक सम्बन्ध है और जिनकी संख्या हिन्दुस्तान में दर्जनों है उनमें से केवल आठ नौ को ही सेंट्रल गवर्नमेंट सहायता देती है और केवल दो लाख पंद्रह हजार पांच सौ पचास रुपये ही इस वर्ष व्यय किये गये हैं । इतनी न्यून राशि संस्कृत के प्रचार और प्रसार के लिए रखना और इसके विपरीत अंग्रेजी के लिए करोड़ों रुपये रखना किसी भी हालत में न्यायसंगत नहीं कहा जा सकता है । अंग्रेजी वह भाषा है जिसको आप हटाना चाहते हैं । संविधान में भी यह कहा गया है कि 1965 के बाद हिन्दी सच्चे रूप में राज भाषा का स्थान ले लेगी । मैं आपको बताऊं कि सौ वर्ष से पूर्व एक महापुरुष जिनका नाम स्वामी दयानन्द जी महाराज था और जो गुजरात के रहने वाले थे उन्होंने सारे देश का भ्रमण किया था और भ्रमण करने के बाद वे इस नतीजे पर पहुंचे थे कि इस देश की यदि कोई भाषा राष्ट्र भाषा हो सकती है, राज काज की भाषा हो सकती है, तो वह केवल हिन्दी ही हो सकती है । उनके बाद महात्मा गांधी जो गुजरात ही के रहने वाले थे उन्होंने भी यही कहा कि इस देश की राष्ट्र भाषा हिन्दी ही हो सकती है । हमारे वर्तमान शिक्षा मंत्री जी भी उन्हीं की तरह गुजरात के रहने वाले हैं, उनसे मेरा निवेदन है कि वह न्यायधीश रह चुके हैं और वह इस विषय में न्याय करें । जैसे गंगा आने वाली थी और भागीरथ उसको लाये, वैसे ही हिन्दी तो निश्चय ही आने वाली है एक वर्ष में आये दो वर्ष में आये पांच वर्ष में आये यह तो राष्ट्र भाषा होने ही वाली है जैसा कि संविधान ने तय किया है और सभी इसको जानते भी हैं तो क्यों नहीं हमारे छागला साहब नाम कमा लेते हैं क्यों नहीं अपना नाम और अमर कर लेते हैं पीढ़ी दर पीढ़ी, राष्ट्रभाषा हिन्दी को चिरस्थायी करके । उस संशोधन को वह न होने दें जिस के बारे में विचार हो रहा है कि अंग्रेजी को सहभाषा के रूप में हमेशा के लिए बनाये रखा जाए । अगर हमारे छागला साहब ने ऐसा किया तो लोग हमेशा उनको इस काम के लिए याद किया करेंगे और कहा करेंगे कि शिक्षा मंत्री ने देश की वास्तविक भावनाओं को अनुभव किया, उनका आदर किया और इसको राष्ट्र भाषा बनाने में सबसे ज्यादा योगदान किया । मैं निवेदन करना चाहता हूं कि हिन्दी के प्रसार और प्रचार के लिए जितना अधिक से अधिक प्रयत्न कर सकें उतना ही अच्छा है ।

हमारी जो शिक्षा पद्धति है उस में बहुत सी बुराइयां हैं और उनको दूर करना परम आवश्यक है । यह भारतीय भावनाओं और भारतीय आदर्शों के प्रति भारतवासियों के हृदयों में घृणा और उपेक्षा की भावना पैदा करती है । वर्तमान शिक्षा पद्धति हमें विदेशी आदर्शों और विदेशी भावनाओं की ओर लुभाती है । हमारे भीतर राष्ट्रीय भावों को विकसित होने का अवसर नहीं देती है, बल्कि उन्हें अकाल में ही कुचल डालती है । वर्तमान शिक्षा प्रणाली राष्ट्रीय प्रजा के भीतर परस्परिक वैमनस्य का बीज बोती है, जो हमारे राष्ट्र की उन्नति में घोर बाधक होती है । प्रचलित शिक्षा प्रणाली के अनुसार शिक्षा का उद्देश्य एक मात्र नौकरी है । इस शिक्षा से दीक्षित हो कर हम स्वाभिमान को प्रायः खो बैठते हैं । इस शिक्षा की ब्रह्मचर्य पालन की ओर की गई घातक उपेक्षा के कारण हमारा जीवन स्वयं अपने लिए दूभर हो जाता है । यह शिक्षा, विद्यार्थी जीवन के आवश्यक अंग तपस्या से विमुख कर हमें सुख व भोग की ओर खींचती है । सुखार्थी वा त्यजेद्विद्यां, विद्यार्थी वा त्यजेत् सुखम् ।

यह शिक्षा केवल किताबी शिक्षा है । विद्यार्थी के चरित्र निर्माण से उसका जरा भी सम्पर्क नहीं है । हमें अपने धार्मिक कर्त्तव्यों का परिज्ञान कराने में यह शिक्षा सर्वथा असमर्थ है ही, साथ ही उन कर्त्तव्यों के प्रति हमारे हृदय में घृणित भाव उत्पन्न करती है । शिक्षा का माध्यम विदेशी होने से विद्यार्थी अपनी मातृभाषा के परिज्ञान से प्रायः शून्य रह जाते हैं ।

मैं निवेदन करता हूं कि ये बुराइयां जो वर्तमान शिक्षा प्रणाली में पाई जाती हैं, ये बुराइयां जो कि कालेजों और स्कूलों में पाई जाती हैं, इनको दूर कर दिया जाए । जैसे चर्चा की जाती है कि इस देश में बड़ा भ्रष्टाचार है बड़ी अनैतिकता फैल रही है, वह भ्रष्टाचार और अनैतिकता भी दूर हो सकती है यदि इस शिक्षा प्रणाली को बदल दिया जाए और शिक्षा का माध्यम मातृभाषा और हिन्दी बना दिया जाए । यदि ऐसा कर दिया गया तो सच्चे अर्थों में हम अपने देश को अपने उद्देश्यों से, भारतीय विचारों से ओतप्रोत कर सकेंगे ।

अन्त में मैं इतना ही कहना चाहता हूं कि हिन्दी और संस्कृत के प्रचार और प्रसार के लिए जो पैसा रखा गया है उसको बढ़ाया जाए और इसकी ओर ज्यादा से ज्यादा ध्यान दिया जाए ।

Mr. Chairman: Shri Pottekkatt.

श्री प्रकाशवीर शास्त्री (बिजनौर) : अभी आप से पहले स्पीकर साहब ने कहा था कि इसके बाद वह मुझे बुला रहे हैं ।

सभापति महोदय : आप क्या कहना चाहते हैं । मैं नहीं समझी ।

श्री प्रकाशवीर शास्त्री : सरदार हुकम सिंह जब चेयर में बैठे हुये थे तब उन्होंने श्री विश्वनाथ पाण्डेय का नाम लिया और कहा कि उनके बाद वह मुझे बुलायेंगे । मैं जानना चाहता हूं कि क्या लिस्ट में कोई चेन्ज हुआ है ।

Mr. Chairman: I have not seen anything. I have been given a list, and I will call whomsoever I want

Shri M. R. Krishna (Peddapalli): Then we need not sit here.

Shri Pottekkatt (Tellicherry): When our nation is facing so many problems, the Government assumes a cool attitude and seeks time to deal with those problems. The language issue is one of them. Educational policy is another. I think many problems including the language issue can be solved if a sane and bold all-India policy of education is brought forward. The hon. Minister of Education always stands on the argument that education is a State subject, and that the Centre is helpless in so many vital matters affecting educational policy. Let me stress that making education a concurrent subject is very essential for a healthy national integration.

The controversy over the media of examinations for the All India Services is also the result of divergent policies of education adopted by the States. The fixation of State quotas for All India Services, as voiced by some spokesmen of the ruling party will no doubt lead the nation to disintegration.

The process of elimination of English has to be worked out slowly and smoothly, to be replaced by regional languages. Hindi must assume the role of a link language. As I have said, all this can be achieved if an all-India policy in education is evolved and enforced.

At present, different States have different programmes and policies in the matter of education, with the result that education imparted to the young people of one State becomes contrary to the programmes and policies of another State. I shall take the case of my State, Kerala. Last year the University of Kerala

[Shri Pottekatt]

started the two year pre-degree course. As a result of this the SSLC examination of Kerala became down-graded. Now, a Kerala SSLC holder is not admitted to the pre-university class of the University of Madras, even though a Mysore student, after a ten year SSLC course as in Kerala, is admitted by the pre-University class in Madras. Thus, after getting an SSLC from Kerala if a boy wants to study in the neighbouring State of Madras he has to join a secondary school again and get the Madras SSLC. This is the result of isolated experiments in education.

The primary education in the Kerala State is very inadequate. The people are education-minded and with a little effort on the part of the Government illiteracy can be eradicated from Kerala. The Government is discouraging the spread of primary education. The Adviser has recently declared that next year no new school will be allowed to be opened and only recognised schools with the English medium charging heavy fees from the students and meant to create snobs and privileged class will be allowed to be opened. This is a mistaken policy. The Government should open new elementary schools wherever necssary, especially in the newly settled hill areas. The establishment of recognised schools catering for the privileged few should be discouraged.

The quality of the existing primary education is very poor. The primary schools give instruction only for four years which is inadequate. Formerly, it was five years. Primary education should be of seven years duration. Most of the existing primary schools should be upgraded as upper primary schools. Now in most schools there is no adequate space. Students are taught on verandahs etc. There is a shift system in most schools and the Adviser has recently said that this system will be extended to almost all schools..... (*An Hon. Member* Verandah system?) next year. This will destroy education completely in the State. Children wandering all over during the time of instruction will be a familiar sight in the State for while half the number will be sitting in class rooms the other half will be on the roads. The Government of Kerala has not made any preparation for receiving the inflow of students next year. This will surely cause much confusion and distress in the beginnig of the next school year.

The Minister of Education speaks of production-oriented education. What little crafts was being taught in the schools of Kerala was discontinued in the last two years and craft teachers were converted into drill masters. A large number of them is being sent out also. Now the primary education is uncontaminated either by art of craft. No music, no painting, no craft. Yet, some of these schools are called 'basic' for that may fetch some aid from the Centre This hoax should be immediately stopped. Either they should be basic schools in the real sense or the misleading lable should be removed from them.

English is being taught compulsorily from the 3rd standard and the standard aimed at is pretty high. This is too early. English can start from the 5th standard. Hindi at present is introduced from the 5th standard but only three periods a week is allotted to Hindi, while English is given seven periods. This is too inadequate for Hindi. Besides, most of the Hindi teachers in the upper primary schools are only part-time teachers and are paid only a pittance of Rs. 40 a month. This an aversion to Hindi is being created in the minds of both students and teachers by the authorities from the early classes.

Though Sanskrit as an optional language may start from the 6th standard most schools have banished this subject from their precincts. Even in secondary schools sanskrit

has become a rarity for in the standards 8, 9 and 10 only four hours a week is allotted for Sanskrit and a teahcer with a total of 12 hours work can be regarded only as a part-timer. Hence, Sanskrit teachers are not forthcoming, and in most schools where there had been provision for teaching Sanskrit, that post is lying vacant for years. This has resulted in the roots of Sanskrit being desiccated in the State of Kerala, which was till recently very proud of its Sanskritic culture.

Now, let me come to the State of secondary education in Kerala. The Minister of Education has been saying consistently that the pre-college education should be of 12 years duration. In Kerala it is only 10 years. Formerly it was 11 years, the reduction of one year being recent. This is totally inadequate. The levying of fees from which most communities, on the basis of caste, are exempted, is meant only to foster communalism, as the income from the fees is very small and the accounting etc., very labourious. In secondary schools too, the sessional or shift system is in vogue, and it threatens to invade all schools in the near future. The classes are overcrowded, the maximum number allowed in one division being 56. The laboratories are miserable, the libraries only in the name, and other facilities nil. All schools are of this same pattern.

The Government has recently been following a policy of large scale starting of English medium courses in secondary schools. Now, a student without knowing a single syllable of Malayalam can go through the educational institutions of Kerala and get the highest degrees. This is creating a privileged snobbish class. The study of English may be encouraged, but not at the expense of the regional language.

Regarding the university education in Kerala, this year about 1.5 lakh students are appearing in the SSLC examination. Thus about 20,000 to 30,000 students are likely to seek admission in the colleges. Most of the "junior colleges" started last year are only glorified secondary or tutorial institutions. This year also, it will be necessary to start more such colleges as avenues for other useful courses are not available in the State.

The Kerala University has grown monstrously, with more than 250 affiliated colleges and more than one lakh students. The university has become a seat of sloth, inefficiency and corruption. Kerala has got only one university. Kerala must have at least two more universities. Yet, even the two proposed university centres at Ernakulam and Calicut are not developing as per schedule. This is criminal negligence on the part of the university authorities.

Some hon. Members *rose*—

Mr. Chairman: Now, I have to take the opinion of the House. We are to adjourn at six o' clock. Is it the will of the House that we should continue?

Some hon. Members: Yes.

Mr. Chairman: Till what time?

Some hon. Members: At least for an hour.

Shri C. K. Bhattacharyya (Raiganj): Madam, I would submit that we adjourn at six as we usually do.

Shri P. G. Sen (Purnea): Madam, I move:

"That the House do adjourn."

Mr. Chairman: The point is that there will be a crisis unless somebody else takes the Chair, because I have to leave at six o'clock. I know there are some hon. Members who are as desirous of speaking.

श्री हुकम चन्द कछवाय : सभापति महोदय, इस समय हाउस में कोरम नहीं है ।

Mr. Chairman: I think there is quorum.

श्री हं० च० सोय : इस विषय पर डिस्कशन कल एक घंटे के लिये बढ़ा दिया जाये ।

Shri C. K. Bhattacharyya: I submit, Madam, if it is possible to accommodate all the Members who are desirous of speaking, then extend the time. But if you find it not possible to accommodate all of them, then adjourn at six.

Mr. Chairman: May I know how many hon. Members are desirous of speaking on this?

Some hon. Members *rose*—

Mr. Chairman: It will not be possible to accommodate all. We cannot extend the time tomorrow. That would have been a very good thing.

Shri Hari Vishnu Kamath: Let the Speaker decide tomorrow.

Mr. Chairman: If that matter is to be raised again, it may be done when the Speaker is in the Chair. As far as I am concerned, I am not in a position to extend the time. Therefore, I have to adjourn the House now.

18 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Friday, April 23rd, 1965/Vaisakha 3, 1887 (Saka).

GMGIPND—L.S. II—391 (Ai) L.S.D.— 27-5-65—970.